



Power to Lead Alliance
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Empowering Girls to Learn and Lead Program
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Table of Contents

SECTION 1: EXECUTIVE SUMMARY	1
SECTION 2: INTRODUCTION	9
2.1 Project Background	9
2.2 Project Objectives	10
2.3 Guiding Principles	11
2.4 PTLA Country Contexts	13
2.5 Project Target Numbers	14
SECTION 3: DESCRIPTION OF PROJECT ACTIVITIES	15
3.1 Establishing Community Acceptance and Support	15
3.2 Objective 1: Cultivate opportunities for girls to practice their leadership skills	16
3.3 Objective 2: Create partnerships to promote girls' leadership	30
3.3.1 Technical Advisory Group	30
3.3.2 Government Partners	34
3.3.3 Local Organizations	35
3.3.4 Community Members	36
3.3.5 Private Corporations and Universities	38
3.4 Objective 3: Enhance knowledge to implement and promote girls' leadership programs	39
SECTION 4: RESULTS.....	46
4.1 Power to Lead Alliance Results Framework.....	47
4.2 Qualitative Results	48
4.2.1 Overcoming cultural barriers/ Changes in community perceptions.....	48
4.2.2 Impact of participation on girls' self-concept and life plans.....	52
4.2.3 Increased school attendance and academic performance.....	53
4.2.4 The role of men and boys, and women	54
4.2.5 Strengthening of civil society	57
SECTION 5: CHALLENGES.....	58
SECTION 6: RESEARCH FINDINGS, PROMISING PRACTICES, AND RECOMMENDATIONS.....	61
6.1 Key Research Findings (from the External Evaluation)	61
6.2 Promising Practices	63

6.3 Recommendations 66

 6.3.1 Evaluation Recommendations 66

 6.3.2 CARE’s Recommendations 68

Annex A: Participation in Extracurricular Activities by Activity 69

Annex B: Capacity Building/Training Provided..... 71

Annex C: Girls’ Leadership Index (GLI)/ Gender Equity Index (GEI)..... 73

Annex D: Global Synthesis Workshop Report..... 76

ACRONYMS

BOT	Board of Trustees
CAG	Coalition for Adolescent Girls
CDA	Community Development Association
CEDPA	Center for Development and Population Activities
CIES	Comparative and International Education Society
CRECCOM	Creative Centre for Community Mobilization
CSO	Civil Society Organizations
DEM	District Education Manager
DFID	Department for International Development (United Kingdom)
FAWEMA	Forum for African Women Educationalists – Malawi
FGM	Female Genital Mutilation
FBO	Faith Based Organizations
GBV	Gender Based Violence
GEI	Gender Equity Index
GLI	Girls Leadership Index
GPIA	Graduate Program in International Affairs (The New School)
ICRW	International Center for Research on Women
LC	Leadership Coordinator
MDG	Millennium Development Goal
MIDEC	Minnesota International Development Education Consortium
MP	Member of Parliament
NGO	Non-Governmental Organization
PTA	Parents and Teachers Association
PTLA	Power to Lead Alliance
SIP	School Improvement Plan
SMC	School Management Committee
TAG	Technical Advisory Group
US	United States
USAID	United States Agency for International Development
VSL	Village Savings and Loan
WDC	Ward Development Committee

SECTION 1: EXECUTIVE SUMMARY

“I am confident with what I do, the way I talk, the way I play and even the way I study . . . I just believe in my abilities that I can perform better.”

- a girl from rural Tanzania

Background

The Power to Lead Alliance (PTLA) was a three-year public-private partnership, from October 2008-September 2011, that built on a broad base of collaboration between CARE, USAID, civil society organizations (CSOs) and private sector partners to create, strengthen, and scale-up diverse leadership opportunities for girls in vulnerable communities in Egypt, Tanzania, Honduras, India, Yemen and Malawi. The three project objectives were to: 1) cultivate opportunities for girls to practice their leadership skills; 2) create partnerships to promote girls’ leadership; and 3) enhance knowledge to implement and promote girls’ leadership programs. Extracurricular activities, social networks and civic action formed the basis of these programs. PTLA made an important contribution to the global education community by enhancing CARE’s understanding of effective girls’ leadership development practices, and in particular the varied roles that men and boys as well as women play in shaping a supportive environment for girls to become leaders.

Target Group

PTLA targeted girls ages 10-14 and was expected to provide opportunities for 39,000 girls to deepen their leadership skills and exercise leadership in various forms in their communities. That number was exceeded and a total of 52,862 girls and 40,172 boys participated in project activities.

Project Activities

Establishing Community Acceptance and Support

Traditional and customary attitudes and practices in all six of the project areas restrict girls’ movement in public spaces, and put severe limitations on what they can do with their time. Building community awareness and acceptance of girls’ participation in project activities was an essential focus of project staff initially, after which a foundation was laid for girls to develop their own agency as individuals and as groups.

Cultivate opportunities for girls to practice their leadership skills

PTLA supported activities which gave girls opportunities to build their leadership skills (e.g., negotiation, communication, organization and decision making) and their knowledge about

leadership (e.g., information about roles and responsibilities in a democracy). Throughout the six countries, girls engaged in art and theatre groups, sports teams, student government, technology clubs, debate clubs, academic clubs, and girls' collectives. Through participation, girls learned to brainstorm solutions, express themselves confidently in large and small groups, believe in their ideas and abilities, and try to influence and motivate others. Peer networks provided mutual support and safe spaces to express ideas while teaching girls how to resolve conflicts, deal with setbacks, and become more accepting of others. Girls' groups were encouraged to participate in a variety of collective action, exercising their newly developed leadership skills through voluntary civic action in their communities. Girls exercised their new found confidence and voice to advocate for their rights and the rights of others in public community forums, in meetings with government leaders and over the radio.

Create partnerships to promote girls' leadership

CARE sought to engage PTLA partners not only by bringing financial and technical resources, but also as energized advocates for girls, committed to a process of shared learning. Partners were included in technical review meetings where frameworks, tools, and project breakthroughs were discussed by multiple actors. By convening the PTLA partners on a regular basis, both at the country level, and in the United States, the project sought to strengthen learning, sharing and replication of project successes.

In each of the six countries, PTLA engaged partners at multiple levels - national, regional, and local. National government agencies, women's rights groups, and universities served as supporters of the program and advocates for the girls. On the local level, PTLA worked with local government structures, community organizations, and community members to gain acceptance, remove barriers, and ultimately win champions of girls' right to participate and express themselves.

Enhance knowledge to implement and promote girls' leadership programs

By creating a common framework of analysis, and encouraging innovative approaches across the six countries, PTLA added to current literature and learning about girls' leadership. With the assistance of consultants, literature reviews and technical review meetings, CARE and its PTLA partners formulated a set of priority research questions which formed the basis for the development of systematic tools for data collection.

Throughout the life of the project, CARE continued to develop strategic partnerships with peer organizations and to share developing learning as opportunities arose. Girl Scouts of the USA, pioneers in promoting girls' leadership within the US, provided input into the development of CARE's girls' leadership model as well as the leadership paper and the GLI tool. CARE

capitalized on numerous opportunities through professional conferences, technical advisory committee meetings, and other forums to share emerging learning on girls' leadership development.

In 2010-2011, CARE expanded use of PTLA's girl leadership model to 16 additional CARE country offices implementing girls' education programs, each of which is exploring ways to incorporate the model into existing and future programming with young adolescent girls, extending the opportunities for continued shared learning on what is effective in girls' leadership programming.

A global synthesis workshop was held in July 2011 in London which brought together representatives from seven PTLA project countries, CARE USA, the Better Care Network, CARE Germany and CARE UK, and USAID. Participants discussed successes, challenges, as well as emerging issues and promising practices in the programming efforts and advocacy pertaining to girls' leadership development. A copy of the workshop report is included in Annex D.

Project Results

An external final project evaluation was conducted by Miske Witt and Associates Inc. (MWAI) in October-November, 2011. The evaluators found that all countries attained or were close to attaining the 70% target of girls possessing leadership skills and competencies. All countries also met or were close to meeting the 50% target of increased confidence. Girls in all countries except Honduras also met the 70% target of taking leadership action. The target of at least five global partnerships established to promote girls' leadership was exceeded as CARE worked extensively with the Girl Scouts of America, USAID, the Coalition for Adolescent Girls, Trehan Foundation, Intel, the Better Care Network, and others to share learning and support leadership development for girls. Each country also achieved the target of establishing at least two local partnerships.

In addition, discernible progress was made in overcoming cultural barriers/changes in community perceptions, girls' self-concept and life plans, increased school attendance and academic performance, engagement of men, boys, and women, and strengthening of civil society. Rigid ideas about restrictive cultural roles for girls presented an on-going challenge. These included not only norms around how (or if) girls should be seen in public spaces, but also the roles of girls in the household and their responsibilities for domestic chores. In each context, PTLA staff identified advocates for girls' participation and worked alongside them to slowly win community acceptance and finally support, building upon the existing goodwill already developed in communities where CARE works to improve the overall quality of education.

Remarkably, acceptance was indeed gained within the three year time period in all settings in all six countries. Even in the most resistant communities, outright refusal on the part of parents and community leaders gave way to reserved permission and finally to enthusiastic approval. Once they developed some level of confidence, it was the girls themselves who began to challenge the previously tightly held norms and push for more freedom to participate.

Focus group data from the evaluation revealed that a majority of girls who had participated in PTLA activities grew in self-confidence. In addition to their survey responses, the girls demonstrated this skill through participating in competitions, overcoming shyness to speak in public, volunteering for tasks, standing in front of others, and feeling confident to answer teachers' questions. Girls from across the six countries shared their optimism about plans for the future; expressing aspirations for their own careers and envisioning family, educated children, good jobs, and home. Although not an explicit objective of PTLA, in all six countries it has been noted that girls' participation in extracurricular activities has led to increased school attendance and/or academic performance.

Whereas initial reactions of men and boys to the project varied from indifference to outright resistance, over time, all countries reported a more supportive attitude in the men and boys, even going as far as to being actively engaged as mentors and patrons, and advocates for the girls' participation in the community. Changed dynamics between boys and girls were reported in all countries in the evaluation report. Boys reported assuming that girls were not capable of doing certain things, only because they had never seen girls do them. Engaging in joint activities enabled the boys to experience firsthand the capabilities of their female peers and change their perceptions as a result. As reported in the evaluation, some girls in Tanzania and Malawi commented on increased opportunities to interact with boys. Girls said that they felt free to talk with boys, whereas before they were not allowed even to sit next to them. In Yemen, attitudes appeared to be changing as well. After PTLA began, girls said that boys began treating them with more respect.

Challenges

As is inevitable, challenges confronted project implementation staff in each of the countries. Some were universal across sites, and some were context specific. One common issue was the lack of infrastructure in place in the communities. This included limited availability of buildings or other spaces where groups of girls could convene. Another issue was the conservative gender norms within family and village cultures, which led to resistance of girls being involved in extracurricular activities, particularly when the activities promoted girls' leadership development. A third challenge noted across many countries was the lack of specialized teachers available for the program. Due to high mobility of teachers in some countries, it was

difficult to maintain consistency. Much time was devoted to recruitment and training because of constant turnover. Country specific challenges were also identified and are discussed in the body of the report.

Research Findings

General leadership development was assessed through a scale on the GLI, which was administered in five out of six countries in its original form. Yemen administered an adapted version of the instrument. Except for Malawi, all countries showed a statistically significant difference between the active participant group and the comparison group, with the active group scoring higher. To complement the quantitative data, the focus groups revealed that a majority of the girls felt they were either developing as leaders or already successful as leaders. Boys perceived their leadership development similarly.

Girls in all six countries identified diverse relationships developed through PTLA. These included teachers, coaches, mentors, peer leaders, family members, community leaders, and peers. Most frequently, girls cited relationships with peers, family members, and community mentors as the most influential on their leadership development. Relationships between boys and girls were also reported to improve, though this is still an area for growth. Individuals from every country identified encouragement as the biggest support factor for girls' leadership development. This was most often related to parents' or community mentors' encouragement for participating in school or CARE activities.

The recognition of girls' rights within a community is an important factor in creating an enabling environment. Results from the Gender Equity Index (GEI) show statistically significant higher recognition of equality of rights for active girls in five countries and active boys in four countries, over the girls and boys in comparison groups. In terms of the gendered social norms scale, active girls and boys showed statistically significant higher recognition than the comparison groups in four out of five countries. Yemen did not collect data on the GEI and thus was not included in these analyses.

Data from focus groups revealed that discrepancies exist between boys' attitudes toward equal rights and their behavior. While a majority of the boys in focus groups agreed that girls have the same rights to express opinions and to be educated, girls reported conflicting behaviors and statements from boys that did not support equal rights for girls. Data from all PTLA countries revealed women's consistently positive attitudes toward girls, and their support for and encouragement of their daughters to attend school. Perceptions of men's attitudes toward girls varied more. While there seemed to be some positive changes in men's beliefs, some comments indicated a persistence of negative behavior toward girls. Overall, it appears that community

attitudes toward girls have changed. Even though attitudes may have already been changing prior to PTLA, programming in these communities has supported this shift in thinking and action

The three components of CARE's Gender Empowerment Framework (Agency, Relations, Structures) are a powerful model for girls' empowerment. Related to agency or individual change, girls' acquisition of leadership knowledge and skills appears to have been the area of strongest impact across PTLA countries. Girls expressed strong growth in the five identified leadership competencies, particularly in contrast with girls in comparison groups. In regards to the relation change component, supportive relationships were also developed and nurtured through PTLA programming. Uncertain whether those relationships will continue beyond the program, there is a need to foster additional relationships to sustain the impact past one's involvement in PTLA. Related to the structure change component, the enabling environment was the least developed area in the program. Community attitudes are changing, but slowly; therefore, this is an important area in which to focus ongoing efforts. If girls do not have the space in which to practice their leadership skills, their empowerment is hindered.

Overall, the evaluation team in each of the six countries found strong potential for PTLA to impact girls' leadership development and influence shifts in community attitudes. However, just as change was starting to occur in each community, program funding came to an end. Desire to continue this work is high among support personnel, youth, families, and community leaders. In order to effect genuine, long-lasting change, the findings identified in this report should be drawn upon to build the next phase of the program.

Recommendations

Key recommendations from the external evaluation, based on the lessons learned across PTLA countries, emerged around three categories: scale-up and replication; sustainability; and social messaging. These recommendations are:

Scale-up and replication: Infrastructure development is a critical aspect of successful girls' leadership programming. Availability of facilities, resources, and materials contributes to the ability of staff to execute activities and achieve positive results. Even though these require substantial financial resources, the program can operate most efficiently when infrastructure has been developed from the beginning. It is suggested that PTLA should either be implemented in communities where there is an existing infrastructure or in places where CARE can contribute to infrastructure development, such as, with the IAQPE Dubai Cares program in Yemen.

In many sites program coordination was challenged by limited cohesion among the various people involved. This occurred as a result of high staff turnover, low funding, and the ambiguity of a new program. In the case of scale-up or replication, the creation of user-friendly guides for use across communities is essential for building consistency. A small team of personnel familiar with PTLA should be commissioned to compile these manuals. The challenge in such a large, multi-country initiative is to develop a framework that is broad enough to encompass multiple contexts, but specific enough to provide guidance on program operation. It may also be beneficial to have country-specific teams contribute to the contextualization of the framework and guides. This proved valuable in Yemen, where teams adapted interventions and assessment instruments based on the cultural environment of the communities in which implementation occurred.

There appears to be great desire for expansion of participation opportunities beyond the currently defined population. Many youth and support personnel expressed interest in the program expanding to include 15- to 18-year-olds. In addition, suggestions were made to create linkages with non-formal education programs to encourage participation of the most marginalized youth. It is recommended that these areas be considered in potential scale-up plans in order to widen the scope of impact.

Sustainability: Program sustainability relies on solid partnerships with various community entities. Since each community differs in structure, every site demonstrates a slightly different model for building partnership opportunities. It is recommended that existing community structures be considered when selecting implementation sites. The range of considerations should include the Ministry of Education, CDAs, local and international NGOs, schools and universities, government agencies, and local community groups. In particular, community leaders are an important consideration. For example, in Malawi, where there are strong traditional beliefs and customs, it is necessary to involve the village chiefs in program decisions in order to effect change to the greatest extent.

Consistent and thorough training processes promote long-term sustainability through capacity-building. While these efforts require many resources in the initiation phase, they are critical to the success of a program. It is recommended that training manuals and protocols be developed for existing and new staff, as in partner schools where the teachers whose work is pivotal to the program are often deployed to other schools, districts, or regions of a country. Given high rates of turnover, program efficiency will be improved with a clear training system in place. In addition, potential for sustainability is increased when all partner staff have the knowledge and skills to implement the program effectively. Considerable attention should be focused on this area for greatest impact.

Social messaging: Community attitudes are embedded in the socio-cultural and political milieus of society. Changing these perceptions requires extensive work that cannot be completed over the course of a few short years. Behavior change may take even longer. In particular, changes in the attitudes of boys and men are critical to effecting institutional change. While some boys claimed to have favorable attitudes towards girls' rights, as indicated through focus groups and the GEI, girls continued to give examples of mistreatment. Progress has been made, but more effort should be targeted at social messaging for men and boys. In particular, it may be beneficial for PTLA to target young boys who are more likely to be open to progressive thinking and who will influence the future of their communities.

Parental hesitation over allowing girls to participate in programs was identified earlier as a key barrier. Many parents did not think it was culturally appropriate for girls to be involved, nor they did not think it was safe for girls to participate. In each country it became important to develop trust with parents and to enlist their support in program activities. In some cases, mothers began attending with their children. It is recommended that attention continue to be given to strategies for convincing parents about the program's value for their girls. Mass media is a potential option for spreading this message, and it could also act as a leadership opportunity for girls to build awareness and interest.

Overall, the evaluation team in each of the six countries found strong potential for PTLA to impact girls' leadership development and influence shifts in community attitudes. However, just as change was starting to occur in each community, program funding came to an end. Desire to continue this work is high among support personnel, youth, families, and community leaders. In order to effect genuine, long-lasting change, the findings identified in this report should be drawn upon to build the next phase of the program.



SECTION 2: INTRODUCTION

2.1 Project Background

The Power to Lead Alliance (PTLA) was a three-year public-private partnership that built on a broad base of collaboration between CARE, USAID, civil society organizations (CSOs) and private sector partners to create, strengthen, and scale-up diverse leadership opportunities for girls in vulnerable communities in Egypt, Tanzania, Honduras, India, Yemen and Malawi. The three project objectives were to: 1) cultivate opportunities for girls to practice their leadership skills; 2) create partnerships to promote girls' leadership; and 3) enhance knowledge to implement and promote girls' leadership programs. Extracurricular activities, social networks and civic action formed the basis of these programs. PTLA made an important contribution to the global education community by enhancing CARE's understanding of effective girls' leadership development practices, and in particular the varied roles that men and boys as well as women and girls play in shaping a supportive environment for girls to become leaders. The project was expected to provide opportunities for 39,000 girls to deepen their leadership skills and exercise leadership in various forms in their communities. That number was exceeded and a total of 52,862 girls and 40,172 boys participated in project activities.

The target group was girls ages 10 to 14, acknowledging this "in between" period as a critical age from many different angles. This age range encompasses the time of the onset of puberty for most girls, physically signaling the end of childhood in many societies. Many girls, particularly in rural areas are typically withdrawn from primary school and exit the education system during these years. For many cultures, there is no concept of adolescence; children move directly into adult roles, and the transition can be traumatic for girls (and boys). Many girls are married at this age, and with a subsequent move to the husband's family, they are expected to behave within rigid gendered roles and assume the heavy responsibilities expected of adult women. Mobility is sharply reduced. From a human development standpoint, this is also the age of accelerated physical and cognitive changes. Cognitively, children at this stage are more ready to deal with abstract concepts, to question and ask "why", and to begin to define their identities. This time of great social, physical, cognitive and emotional flux is a crucial period to guide girls' development in a positive way, to give them a chance to discover themselves, to explore and redefine their identities, and to develop skills and competencies they can use to make a difference in their lives and lives of others. Unlike material possessions, the skills, knowledge, and experiences a girl gains through her education and leadership experiences are enduring assets that will help her throughout her life. Older and younger girls, as well as boys were included in program activities, but the basic program design focused on young adolescent girls in this specific age group.

2.2 Project Objectives

Objective 1: Cultivate opportunities for girls to practice their leadership skills

Leadership opportunities include: extracurricular activities, social networks for girls and opportunities to participate in civic action.

CARE's girls' leadership model maintains that girls need supervised, structured activities where they can develop their social skills, intellect, and leadership capacities. PTLA supported activities which gave girls opportunities to build their leadership skills (e.g., negotiation, communication, organization and decision making) and their knowledge about leadership (e.g., information about roles and responsibilities in a democracy). Through participation, girls learned to brainstorm solutions, express themselves confidently in large and small groups, believe in their ideas and abilities, and try to influence and motivate others. In a variety of group formations, girls were provided opportunities to learn by taking on leadership roles themselves and also by observing their peers in those roles. In addition, peer networks provided mutual support and safe spaces to express ideas while teaching girls how to resolve conflicts, deal with setbacks, and become more accepting of others. Girls' groups were encouraged to participate in a variety of collective action, exercising their newly developed leadership skills through voluntary civic action in their communities. Through these actions, girls have been seen and heard in public spaces for the first time, fostering a general spirit of community goodwill and countering pre-conceived ideas of what girls can do. As a result, the communities have a deepened stake in the growth and development of girls.

Objective 2: Create partnerships to promote girls' leadership

Partnerships will emphasize technical leadership and knowledge sharing, increased resources, and operational excellence.

The PTLA program was an opportunity to capitalize on the growing momentum around adolescent girls among development actors and donors interested in fighting poverty, and to focus discussion and learning on how to design programming to support girls in learning to lead. PTLA established multiple national and international partnerships with organizations, corporate citizens, governments, and local communities to enhance girls' leadership opportunities.

As a unique public-private partnership, PTLA brought new resources to development programming. In addition to financial support, corporate actors brought technology, specific technical expertise, and employee engagement through mentoring programs. CARE and our local non-profit partners contributed years of experience in social change processes and community engagement, and public sector partners, such as USAID and national governments,

brought a shared learning agenda, unique political influence, and the wealth of experience from other projects and programs.

In each of the six countries, PTLA engaged partners at multiple levels - national, regional, and local. National government agencies, women's rights groups, and social service agencies served as supporters of the program and advocates for the girls. On the local level, PTLA worked with local government structures, community organizations, and community members to gain acceptance, remove barriers, and ultimately win champions of girls' right to participate and express themselves.

Objective 3: Enhance knowledge to implement and promote girls' leadership programs

A review of relevant literature prior to the start of PTLA showed that research and learning around girls' leadership was restricted, for the most part, to the developed North. PTLA provided an opportunity to see how girls' leadership is developed and expressed in six different developing countries that vary considerably socio-culturally. Each of these countries presented a unique combination of gender norms and attitudes, policies and programs for girls, system of governance, educational system and economic environment. The countries also presented opportunities to learn about barriers and openings for girls' leadership. PTLA looked to generate new knowledge on how leadership is defined in these different contexts; what impact leadership opportunities have on girls' self-concept and life plans; how different communities react, support and resist the concept of girls' leadership; and how boys and men engage in this agenda.

2.3 Guiding Principles

Project implementation was informed by the five guiding principles outlined below:

1. Girls' leadership is contextual and will unfold in different ways.

While the contours of poverty may be similar in the six countries in which the project was implemented, the socio-cultural patterns, governance, and level of economic progress differ widely. The barriers and opportunities girls face vary, as do gendered roles and responsibilities, and as such, girls' leadership necessarily unfolded differently in each context.

2. Girls' leadership includes developing equitable gender relationships that ultimately lead to gender equality.

CARE recognizes the subtle yet important nuances that distinguish gender parity, equity, and

equality.¹ CARE believes that creating equitable gender relationships and real gender equality must involve boys, girls, men and women. Recognizing the position of power and influence men hold in most societies, PTLA interventions included men and boys as agents of community change. By accepting and embracing the contribution of girls and women, boys and men can, in turn, act as community role models by changing their peers' perceptions of gender roles. The program engaged men in both formal and informal leadership positions (religious leaders, clan heads, teachers and others) to learn more about girls' leadership potential and bolstered them in their new roles as supporters of girls. Village headmen in India, Ward Council members in Tanzania, fathers' councils in Yemen, teachers in Egypt, and male community members in Honduras and Malawi all overcame their initial apprehensions and resistance and became strong supporters of girls' participation.

3. Girls' leadership is best enhanced when quality education is available to girls.

Education is an integral component of global poverty-alleviation efforts, as demonstrated by MDG 2 and 3. These goals are also central to Education for All, which has outlined six goals that aim to meet the learning needs of all children, youth and adults by 2015.² In addition, the UN Convention on the Rights of the Child recognizes that equal access to education is necessary for developing a child's full potential and is a fundamental component of protecting the basic human rights of marginalized children.³ These global commitments clearly indicate the central importance of education initiatives in addressing global gender and poverty gaps. Quality primary education experiences are a cornerstone of the development of leadership skills. Quality education not only supports critical thinking, communication skills and confidence in children, it also provides a safe space where girls and boys can try out leadership roles in supportive environments.

4. Creating girl leaders is a multi-phased effort.

Building leadership in girls, particularly in a developing world context, is a complex task. In essence, girls must have opportunities, they must believe that these opportunities will make a difference, and they must possess the skills to make the most of an opportunity. All three elements must be present for girls to be leaders. A girl may have adequate opportunities but be lacking in her own skills or self-esteem to act on the potential of that opportunity. Likewise, she may be very skilled at negotiating with others, but never be invited to participate in a public sphere. It is important to note that all of these dimensions rest on a continuum. PTLA activities

¹ Swanson, J. "Getting What You Want: How Gender Integration in Program Design Strengthens Program Effectiveness." Program Project Management Training PowerPoint. May 13, 2008.

² *Education for All (EFA) International Coordination*, UNESCO Web site <http://portal.unesco.org/education/en/ev.php>

³ *Protecting and realizing children's rights*, UNICEF Web site (www.unicef.org/crc/index_protecting.html)

were designed to help girls to move forward to reach critical points in their own development from which they cannot slip backward.

5. Girls at special risk and vulnerability require special efforts to become leaders.

Girls from particularly vulnerable groups - HIV/AIDS affected populations, contexts of conflict and violence, and/or victims of child labor or physical abuse - need special strategies and activities. The program recognized that girls who live in chronic states of insecurity do not have the same luxury of time, resources and confidence enjoyed by their better-off counterparts. For this reason, CARE nests its girls' leadership programming in the context of longer-term engagement with vulnerable populations to address underlying causes of poverty.

2.4 PTLA Country Contexts

In each of the six countries, PTLA activities were carried out in geographic areas where CARE had existing programs to address educational access and quality, working to encourage school attendance, attainment and completion. While in all six countries there was a focus on girls' school attendance and attainment, India, Yemen, Honduras and Tanzania placed special emphasis on reaching out of school girls. Activities in Malawi, Egypt and Tanzania were primarily school based, while Yemen, India, and Honduras supported community based activities as well. In each setting, cultural considerations determined the form that the project structures took. A brief description of each specific country context is given below.

In **Egypt**, PTLA activities were implemented in Upper Egypt in 20 preparatory schools in four educational districts: Malawy and Abokerkas in Miniya governorate; and Ahnasia and Alfashan in Beni Suef governorate. Initially targeting 1600 girls, PTLA reached 12,405 students, including 6754 girls and more than 5500 boys. Secondary beneficiaries were teachers, social workers, school administration, community development associations (CDAs) and boards of trustees (BOT) who benefited from the training and empowerment they received from the project.

In **Honduras**, PTLA was implemented in 46 communities in three municipalities: 43 communities in the municipality of Guajiquiro and three semi-urban communities on the outskirts of Tegucigalpa. A study conducted by CARE in 2006 found that 32% of the children aged 5-18 in the semi-urban area were out of school. In the same study, 44% of the female students indicated that they would drop out of school in the following year⁴, indicating a situation of high vulnerability. Originally targeting 900 girls, the project reached a total of 2,391 girls and 2,239 boys, enrolled in both formal primary schools and in alternative education programs. Parents, teachers, municipality officers and members of local community associations

⁴ Situational Analysis for RENACER, Patsy Collins Trust Fund Initiative, CARE Honduras (2006).

benefitted from project experiences as well, particularly female youth and mothers who filled the role of mentors for young girls.

In **India**, PTLA targeted 14,500 girls in 245 schools and the surrounding community from Bahraich and Balrampur districts of Uttar Pradesh, one of India's poorest states. In Bahraich the literacy rate is 19.67% (female literacy rate is 22.78%) whereas at Balrampur the literacy rate is 58%, however female literacy rate is still at 21.79%. In the three years, PTLA reached 4800 out of school girls through girls ' collectives and 10,000 girls through formal primary schools.

In **Malawi**, PTLA worked with 134 schools spread across ten education zones in Kasungu and Dowa districts of the Central Region of Malawi. At the end of the three years, 19,269 girls and 19,225 boys participated in project activities. Secondary beneficiaries included teachers, parents, School Management Committee (SMC) members and Parents and Teachers Association (PTA) members, members of mothers groups and local leaders at community and district levels.

In **Tanzania**, PTLA targeted 6,200 girls in Bugarama and Lunguya wards in Kahama District of Shinyanga Region. Seventeen primary schools (nine from Bugarama ward and eight from Lunguya ward) were involved. The participating communities have a total population of 7,691 (3,857 female and 3,834 male) with enrollment of 4,291 primary school pupils (2,185 girls and 2,106 boys) within the two wards. PTLA worked with both in-school and out-of-school girls.

In **Yemen**, PTLA targeted 2000 girls, ages 10-14, from vulnerable communities in three priority cluster sites in two districts: Al Groob cluster in Bani Qais district and Al Thain and Abbas clusters, each in the Harad district of the Hajjah Governorate in northern Yemen. Hajjah borders Saudi Arabia, northwest of Yemen's capital Sanaa, with an estimated population of 1.4 million divided into 31 districts and some 3,709 villages. Hajjah has high levels of illiteracy, the third worst rates in Yemen, at 68% over the age of 15 for boys/men and 85.4% for girls/women; 73% of girls drop out of school (mostly between grades three and six), and get married at an average age of 12. Rural residents of Hajjah have limited access to basic services and poverty is high, estimated at 50% living at or under the poverty level, in contrast to the national rural average of 40%. Secondary beneficiaries included fathers' councils, mothers groups, teachers, and female supporting teachers, local NGOs.

2.5 Project Target Numbers

Table 1 below illustrates the original number of girls targeted at project outset compared with actual number of girls (and boys) reached.

Table 1: Project Targets

Country	Number of Girls		Number of Boys
	Target	Actual	Actual
Egypt	1,600	6,754	5,500
Honduras	900	2,391	2,239
India	14,500	14,624	9,332
Malawi	14,000	19,269	19,225
Tanzania	6,200	5,957	357
Yemen	2,000	3,867	3,519
Total	39,200	52,862	40,172

SECTION 3: DESCRIPTION OF PROJECT ACTIVITIES

3.1 Establishing Community Acceptance and Support

One of the significant barriers to girls' involvement in leadership development activities at present is an accepting environment. Traditional and customary attitudes and practices in all six of the project areas restrict girls' movement in public spaces, and put severe limitations on what they can do with their time. Building community awareness and acceptance of girls' participation in project activities was an essential focus of project staff initially, after which a foundation was laid for girls to develop their own agency as individuals and as groups. Awareness-raising was done collaboratively with credible local stakeholders from partner organizations, schools, or local government. Transparency of intent was critical from the beginning to create allies and minimize the chance of a backlash. Coordination with local government served to maximize support. In Tanzania, for example, a meeting with ward level leaders gained their support, which in turn created social capital for the project as the leaders became champions of the project within the communities.

Depending on local conditions, community mobilization took different forms, including information dissemination in large group settings as well as one-on-one meetings with village elders and/or religious leaders. Community campaigns, in Malawi, for example, offered a forum for community leaders and parents to discuss ways of improving girls' retention in school. Street plays, folk songs, rallies, posters, participatory assessment tools, and facilitated dialogues are some of the other methods that were employed in the different countries. Soliciting

community support included forming or strengthening relationships with community groups such as mothers' groups, fathers' councils, youth groups, PTAs, and SMCs. An essential outcome of the community engagement was to ensure that girls had safe physical and social spaces in which to participate and develop.

In addition to gaining acceptance for the concept of girls' leadership, technical capacity building was essential for the adults who supported the project activities. Teachers, social workers, mentors, PTA members, staff of partner organizations, etc. received training in gender equitable practices, facilitation skills, and the competencies and skills of leadership. Emphasis was placed on student choice in selecting the content of activities with minimal interference and creating interactive environments which would be conducive to students practicing their newly developing skills.

In all cases, a shortage of female teachers to support the girls' activities required creative solutions. India and Yemen worked to identify female volunteer mentors from the communities. In Egypt, national school policy provided for extracurricular activities, but many of the rural schools had never implemented them primarily because of the lack of female teachers and the perceived inappropriateness of male teachers supervising girls' activities. The problem was solved by working with government social workers, who took on the activities as part of their responsibilities. In Honduras, in response to teacher strikes and an unstable political environment that resulted in schools being closed for prolonged periods, PTLA worked with community members, particularly mothers and female youth, to lead the activities.

3.2 Objective 1: Cultivate opportunities for girls to practice their leadership skills

Leadership opportunities include: extracurricular activities, social networks for girls and opportunities to participate in civic action.

The specific activities in each country were chosen based on already existing activities and structures, girls' interests and choices, and available adult support. Throughout the six countries, girls engaged in art and theatre groups, sports teams, student government, technology clubs, debate clubs, academic clubs, and girls' collectives. Their newly developed skills were put into practice in classrooms, in school-based activities, homes, community forums and voluntary civic action in communities.

Table 2 below summarizes the extracurricular activities implemented in each country along with voluntary civic actions undertaken by participants. A more comprehensive table with number of participants per activity is included in Annex A, and specific descriptions and highlights of the activities in each county are given following Table 2.

Table 2: Extracurricular and Civic Action Activities

COUNTRY	EXTRACURRICULAR ACTIVITIES	CIVIC ACTION
Egypt	<ul style="list-style-type: none"> - Skill building camps - School Committees (Artistic, Cultural, Social, Scientific) - Theatre, Music , IT clubs - Sports - School Press - Friends-of-the-library - Student unions - Safe spaces for social networking 	<ul style="list-style-type: none"> - Construction of girls' playground - Awareness campaigns on girls' education, environmental issues, harmful customs such as FGM, etc. - Health seminar - School rehabilitation - Tree planting - Repairing street lights initiative
Honduras	<ul style="list-style-type: none"> - Vocational training (Cosmetology, sewing & embroidery, baking) - School discussion networks - Sports - Art , Drama - Events (cultural) - Leadership training - Children's Communication Network 	<ul style="list-style-type: none"> - Mural painting for a pre-school - Open Children and Youth Forum - Community Theatre on domestic violence, sexual abuse, mistreatment of children, gangs, drug action, etc. - Representation on municipal youth boards
India	<ul style="list-style-type: none"> - Morning assemblies - Sports activities - Girls' collectives, Girl-led committees - Kitchen gardens - Drawing - Debates - Exposure visits - Boys' Clubs 	<ul style="list-style-type: none"> - Awareness Rallies on girls' education and gender based discrimination - Tree planting drives - Health and sanitation drives
Malawi	<ul style="list-style-type: none"> - Reading circles - Speak-out clubs, Quiz clubs - Science camps - Sports - Girl Guides - Mentor camps - Zonal Open Day Showcases - Role Model Visits 	<ul style="list-style-type: none"> - Participatory Education Theatre - Anti-HIV/AIDS clubs - Forums to address girls' concerns - Girl representation in developing School Improvement Plans - Information campaigns on girls' issues
Tanzania	<ul style="list-style-type: none"> - Pupils' councils/Mock Parliament - Learning visits - Leadership clubs - Girl Guides - Girls' Camps - Boys' groups - Mentors 	<ul style="list-style-type: none"> - Participation in Global Week of Action for Education - Environmental clean-up - Advocacy meetings with community leaders - Health center clean-up - Village well clean-up

Yemen	<ul style="list-style-type: none"> - Student councils - Village youth clubs - Sports for girls - School and community radio - Theatre - Youth magazine - Arts (painting, music, poetry, handicrafts) - Leadership skills workshops 	<ul style="list-style-type: none"> - School festival - Community awareness campaigns on environmental cleanliness, literacy, early marriage, girls' education
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Egypt

When asked what activities they wanted to participate in, girls in Egypt put sports at the top of their lists, stating that they wanted to have the same opportunities as boys. Other activities they expressed interest in included media and broadcasting, art, music and choir, theater, mentorship, home economics, handicrafts, embroidery, and computer technology. While the initial activities were organized by the local PTLA partners, eventually student unions were formed and the responsibility for the organization and continuation of activities was turned over to them.

Summer Camps: The PTLA team organized camps at the beginning of the initiative to introduce the program and its objectives to school officials and students. Participants engaged in various activities such as drawing, theatre, and music. After the initial project introduction, the camp model was continued, but in the form of extended summer vacation camps which focused on skill-building. Activity teachers, social workers, and volunteers from CDAs shared responsibility with students for the preparation and implementation of the camps. Activities included sports, art, theater, music, computer technology, and environmental cleanup activities. Students used the arts, such as drawing and theater, to explore problems that they saw in their communities. The technology group learned to use Microsoft Word as a tool for self-expression as they wrote stories about their lives.

Activity Groups: In order for the activities begun in the summer camps to continue throughout the school year, the PTLA team coordinated with the teachers of extracurricular activities to form activity groups. In Miniya governorate, girls chose arts, theatre, music, IT, and/or sports activities. In Beni Suef governorate, schools already had plans for extracurricular activities but they had not been implemented. Therefore, the focus went to supporting the existing plans. Media and journalism, theatre, social education, friends of the library, and IT groups were formed.

Arts: Girls created paintings, ornaments and graphic art forms in a variety of media. Teachers noted a greater freedom of expression among girls as the program progressed, and the development of teamwork and cooperation in their projects.

Theater: Students selected the stories and issues they wanted to portray and then designed sketches to present to the other students. The girls developed communication, self-expression, and presentation skills as well as confidence to present their views to an audience.

Music: Cultural traditions had restricted girls' participation in choir or music groups. Egyptian folklore and religious songs were chosen which resonated with the culture of the community and girls were able to sing in front of their parents without fear or embarrassment.

IT: Students learned to use Word, Paint and PowerPoint, and by the end of the summer almost all were able to confidently write and present their own narratives. In Beni Suef, two competitions were held, one on the district level and one on the governorate level, where girls and boys from different groups exhibited their products.

Sports: The program witnessed an increase in girls' participation in sports-related activities. In the past, girls were not permitted to even run, but now girls are being allowed to jog in their classes. One leader stated that, "Allowing girls in such a community to share in sports activities or to go to a difference place for competitions is a good indicator in itself that the community has started to support the project."

"Before this program, I couldn't do or say anything. Now I can convince my brothers to do something. I attend meetings and I fight for my ideas".
- Egypt

Media and Journalism Group: The groups focused on issues including child rights, democracy, child labor, environmental pollution and women's rights, in addition to current events within the school and community. In one school, stories were developed for the school radio.

Social Education: Several action groups were created such as the Red Crescent, Community Public Service, and group tours. Group members identified and implemented projects to benefit the community.

Friends-of-the Library: The group organized two symposiums focused on the "Anti-Violence" competition between schools, in which the students expressed their thoughts about the manifestations of violence in schools. The students also used theatrical performances, articles posted in school magazines, and poster displays to address the subject.

End-of-year Events: During year-end events, parents took part in the extracurricular activity groups along with the girls. Parents were also involved in discussions on girls' participation and the importance of empowering the girls to play meaningful roles in the community. The parents' presence was a clear indication of a change in attitude towards girls' involvement, as previously parents were resistant to their girls' participation and showed no support or interest. The activity groups continued after the end of the school year, and some schools sent letters to parents to stress the need to have the girls attend during the summer holidays.

Student Unions: Elections were held for student unions within the schools in both governorates. Students nominated themselves to work on one of the five sub-committees, religious/cultural, scientific, social, sports, and professional.

Core Groups: Core groups were chosen in each school from the girls participating in the extracurricular activities groups. These girls excelled in their designated activities and subsequently emerged to assume leadership roles. Each core group consists of almost 30 girls and 15 to 20 boys who work together within the cultural sensitivities around mixed gender groups. Core groups received training on the value of collective action, the role of a leader, and skills needed to initiate and complete community action. Participants gained skills in effective facilitation, and planning, monitoring and documenting community initiatives. The core groups used their newly developed skills to carry out 27 community initiatives addressing environmental concerns such as poor latrine maintenance, a polluted pond, school and/or community clean-up and beautification, preparing a girls' playground, and construction of a school theatre; and social concerns such as gender discrimination, female genital mutilation (FGM), and violence among students.

Social Networks: To provide opportunities for social networking among girls, group discussions were conducted with the girl members of the core groups in each school. When asked to identify topics that they would like to discuss during the social network meetings, girls named personal problems, flirting/harassment, lack of parental interest in girls and preference for boys, early marriage, overloading girls with work inside the house or the field, and health awareness. Teachers, social workers, mentors and the doctor were identified as people they would most like to speak with in their meetings. The facilitators used the initial sessions to gain girls' trust, to encourage them to talk openly about problems and ensure them that it was a safe space. Initially, girls were hesitant to attend the meetings; however the number attending increased each time as the girls encouraged their friends to attend. Girls participated actively, expressing their problems and feelings, and asked to increase the frequency of the sessions.

Honduras

Through participatory exercises, girls identified their areas of interest and prioritized vocational training (cosmetology, sewing and embroidery), arts and sports as the activities in which they wanted most to be involved.

Vocational Training: Girls received training in cosmetology, yarn production and embroidery, sewing and baking. In addition to possessing a useful skill, girls' received training in speaking in public, conducting business transactions, promoting their products. Five girls who received cosmetology training early in the project have now started their own businesses. Girls involved in embroidery established local partnerships to sell their products and used the profits to purchase more materials so more girls could participate. Girls are developing skills in using the machines and handling money and feel valued and admired by those who purchase their items. A bakery and confectionery group was also formed so that girls could gain cooking knowledge and potentially sell their goods in local markets and cafes. Groups have used their skills to organize local fundraisers to support marginalized children to remain in school.

Painting: Girls and boys involved with local gangs, who were drawing offensive graffiti in the community, received training in drawing and painting, and became involved in the leadership groups. Artwork was displayed at a cultural festival and as a result, some of the students have started selling their paintings. They have also been commissioned to decorate the walls of the local kindergarten.

Girls' participation in sports helped to raise discussions about girls' workload in the community and how it could be more equally shared between family members.

-Honduras

Sports: Girls' involvement in sports activities has helped to begin to change the traditional machismo prevalent in Guajiquiro's culture. Sports events were used as opportunities to promote social messages such as the prevention of children abuse and mistreatment. Sports clubs also provided a venue for girls to meet and share time together with mentors, and an opportunity for the empowerment of young women, particularly mothers, who served as mentors. Girls' participation in sports also helped to raise discussions about girls' workload in the community and how it could be more equally shared between family members

Traditional Music and Dance: Music and dance groups have participated in community fairs and two competitions of traditional music and dance, resulting in invitations to join celebrations and civic events, which in turn have greatly increased the girls' confidence and self-esteem. This was particularly empowering for indigenous girls from the remote communities in Guajiquiro, allowing them an opportunity to speak in public and celebrate their cultural heritage.

Children's Communication Network: A children's communication network was organized with 18 girls and 12 boys. The network is charged with developing communication between communities in the project area. Through participation in the network, the children analyze, explore situations and solutions, and develop communication skills to express themselves with confidence in large and small groups to influence others. Children have liaised with municipal officers and community associations to seek solutions for issues related to education, safety and security.

Drama: Drama groups prepared presentations for local and municipal events addressing community issues such as domestic violence, sexual abuse and mistreatment of children, gangs, drugs, the environment, and teenage pregnancy. Youth learned to write scripts, develop characters, and create costumes using locally available materials. Drama councils were set up with boards that were responsible for organizing the events.

Leadership Training: All girls' groups, mentors and community leaders were trained on child rights and related issues - such as prevention of violence, abuse and mistreatment, self-esteem and values. Training also included leadership styles, organizational structure, discussion rules, financial control and planning, management, coordination and partnerships, and using and expanding local resources.

Advocacy: Girls have approached authorities to explain their needs and demand attention to those as part of their rights. At the first Open Children and Youth Forum in Guajiquire, girls presented their demands on education (teaching quality, adherence to the school calendar, poverty, lack of furniture and textbooks), health (drug addiction, prevention of teenage pregnancy and support to pregnant teens, school hygiene) and income, seeking answers from their leaders at the municipal and departmental level. The event had the full participation of health and education department authorities.

India

The India program worked with local NGOs, teachers, village level workers (community volunteers) and leadership coordinators (LCs) to reach to reach girls in three categories: school going, never attended school and school drop outs. Extracurricular activities were also conducted in schools, and children were engaged in leadership positions in their schools. In addition, groups of girls, termed Girls' Collectives, were formed in the most marginalized pockets of the project area.

Strengthening school assemblies: LCs and teachers worked to strengthen morning assemblies as an opportunity for girls to exercise leadership publicly. A variety of activities for math, play, singing, and storytelling were incorporated into the assemblies and, in most cases, were student led. Girls gained confidence and began to lead some of the activities.

Children's committees: Children's committees were formed in schools to develop a sense of ownership and encourage teamwork by engaging children in some of the management tasks in school such as keeping the campus clean, managing library books and sports materials, organizing mid-day meal distribution, and conducting assemblies. Children were encouraged to volunteer to as members of the committees and develop their own set of rules. Children generally worked on the committee for 15 days to 1 month and then membership was rotated to allow opportunities for as many as possible to get involved and actively participate while avoiding entrenched roles.

Sports: Sports activities were an important component for challenging existing gender norms as well as for enabling girls to form bonds with their group members. LCs helped teachers understand that sports were not only fun, but could be used to promote equity and to challenge stereotypes. Use of sports materials by girls irrespective of caste and creed helped break down barriers among the girls. In more than 75% of the schools, girls were playing games that were traditionally "boys' games" like soccer and cricket.

Other extracurricular activities: These included drawing events, debate, health and sanitation drives and life skills trainings.

Girls' Collectives: Each Collective has 20 -30 members who meet weekly or biweekly to discuss issues, analyze and share information on education, health, reproductive health, organization, civic engagement, and livelihoods issues. These groups were formed to provide safe spaces for adolescent girls in the community where they could talk to their peers, share their thoughts and express themselves freely. Each group is advised by a local mentor/volunteer. Girls were taken on exposure visits to banks, post offices, etc. so that they understand services that are available to them and can function in the broader community. Each quarter, the girls' collectives coordinated community activities they wanted to undertake such as health camps, tree-planting drives, and awareness rallies around education and gender-based discrimination. The girls identified the agenda for meetings with the village headmen to discuss their plans. For tree-planting the headmen provided land, have taken the responsibility

The girls identified the agenda for meetings with the village headmen to discuss their plans. Issues such as tree-planting, school enrollment, and attendance were discussed.

-India

of fostering the plants once planted, and in some places, even arranging to dig the holes for planting. These activities provided a means for the community to participate with the girls in collective actions that in turn led to the admiration of the girls among the villagers. As a result of participation in the collectives, many of the girls have expressed a wish to begin or continue their education. PTLA has linked 10 collectives with vocational training courses run by the Department of Education.

Kitchen gardens: Girls negotiated with the village headmen to get land for planting gardens. In every village 3-4 girls co-manage the garden. Through their gardens, girls are sharing their newly acquired knowledge about nutrition with their families and community members.

Malawi

Extracurricular activities in Malawi occurred almost exclusively in schools and several (science, reading, and quiz clubs) had the dual purpose of enhancing academic performance while developing leadership skills.

Speak-out Clubs: The clubs provided spaces and platforms for girls and boys to voice their opinions about issues affecting girls in their immediate environment and propose solutions.

Reading circles: Reading circles provided access to reading materials after class and fostered a culture of reading, reducing the fear girls had toward books. This activity was combined with either the Speak-out clubs or Girl Guide clubs, wherever possible.

Science Camps: In Malawi, and Kasungu in particular, girls' performance in science has been poor. Science camps and clubs helped girls better understand science and excel at it by presenting the material in a relaxed, fun and accommodating way. Girls who attended the camps became trainers for their peers in the clubs.

Quiz Clubs: Quiz clubs were a popular activity that assisted girls to develop confidence by engaging in competitions that test cognitive abilities and public speaking skills. Inter-school and zonal competitions were held. Girls and their teachers reported that involvement in the quiz club increased their academic performance.

Sports: Customarily, playing sports was mostly enjoyed by boys. PTLA worked to sensitize girls, boys and the community about the importance of allowing and encouraging girls to participate in sports as a vehicle for enhancing their self esteem, teamwork and leadership skills. Sports materials (footballs, netballs, volleyballs, strings, first aid kits, whistles and a trophy) were provided to schools to facilitate the participation of girls.

Theater Groups: Girls learned to use theatrical arts as a vehicle to raise community awareness of girls' rights and girls' concerns and also to engage community leaders and parents around girls' issues. Parents' meetings and larger community gatherings were used as platforms for girls to voice their concerns to the wider communities through theater. Theater groups presented plays not only in their own villages, but also toured other communities and schools, sharing information about girls' rights and gender-based violence.

Girl Guide Clubs: Girl Guide clubs provide social networks for girls to discuss sensitive issues in an open and free manner. Girls are able to learn from each other and share experiences as well as solutions to common challenges.

Role Models: The project baseline study confirmed that one of the reasons that girls were often dropping out of school was because of the lack of female role models in their communities with whom they can identify and emulate. PTLA facilitated role model visits to expose girls to women in various careers. Parents, SMC and PTA members, male students, and traditional leaders were also invited to attend so as to have direct engagement between the girls, the female role models and the people who control important decisions concerning the girls' lives. The professional women narrated their life stories highlighting the challenges and successes they encountered for them to be where they are now. Girls and boys interacted with police women, female plumbers, nurses, doctors and secondary school teachers.

Exchange Visits between Girls and Clubs: Exchange visits between girls of various primary schools were done to exchange learning and offer opportunity for girls (and boys) to develop confidence in public speaking. During the visits, girls shared their experiences, challenges and solutions to the issues they face.

Anti-HIV/AIDS – Life Skills Clubs: Club members received training on communication, physical development, relationships, decision making, self-esteem, and counseling skills. Girls and boys discussed issues such as human rights, especially the right to education, and behavior change with respect to the HIV/AIDS pandemic.

Traditional chiefs of high standing in the region also participated in the Open Days programs, demonstrating their support of girls' empowerment.

- Malawi

Zonal Open Days: Open days provided a platform for girls to engage in collective advocacy to educators, government, local authorities, parents and others on issues of concern to them. It is also a platform where girls demonstrated the skills they acquired and enabled

stakeholders to appreciate the potential for a greater role that girls can play in the community. During the last open days it was evident that substantial progress has been made in changing opinions; unlike during the project awareness phase when discussions on girls' empowerment and leadership were characterized by heated debates, now there was greater consensus on the need to support girls' empowerment and leadership development. Traditional chiefs of high standing in the region also participated, openly demonstrating their support of girls' empowerment.

Linkages between Girls' Clubs and Women's Organizations: Local and national women's organizations, such as the Society for Advancement of Women (SAW) and the Centre for Human Rights and Rehabilitation (CHRR), participated in the Open Days and supported the girls in addressing their concerns and providing counsel. The women explained that their organizations are willing to help if issues are brought to their attention. Linkages were made between girls and the organizations, providing a platform for reporting abuses as well as mouthpieces through which girls can lobby for their rights in general and education in particular. Girls expressed gratitude in knowing where to report cases of gender based violence.

Mentor Camps for Girls: Mentors play a critical role in supporting and encouraging girls to maximize their potential, develop their skills, improve their performance and work to fulfill their dreams. Girls were provided with quality, in-depth time with mentors during mentor camps. It is anticipated that the girls who attended the camps will serve as mentors for other girls in their respective schools and communities.

Peer Educators: Peer Educators provided guidance and mentorship to other girls, both in and out of school. The girls who served as peer educators were provided training in peer education (theory and practice), leadership, public speaking, trust building, and counseling.

IEC (Information, Education and Communication) Campaigns: Girls designed year-long campaigns on issues that concerned them including being overloaded with household chores and being forced to drop out of school to look after younger siblings. Using their newly developed leadership skills (confidence, voice, organization, motivation of others), girls were able to speak out on issues that affect their education. Students were also trained in Participatory Education Theatre (PET) which gave them skills in identifying, analyzing and portraying problems that hinder their academic and social development.

Tanzania

Through Scouts and academic groups, girls learned to analyze, plan, and work cooperatively, coming together for discussion and performance of project activities (e.g. civic actions) and

creating spaces for community recognition of girls' leadership potential. Debate competitions, mock parliaments, choir, theatre, and sports were among the activities girls chose to engage in.

Girl Scouts: Scouting groups in each school helped facilitate the implementation of extracurricular activities within their schools and ensure collaboration with other schools, as well as plan for civic action and advocacy initiatives. Camping activities were held on weekends and during school breaks where girls learned by doing and had opportunities to demonstrate their skills and challenge each other while sharing experiences. Working together to solve problems rather than giving up was highly encouraged. Girls from different schools met, lived and worked together in groups, widening the girls' social networks. Participants were trained in life skills such as sexual and reproductive health, decision making procedures, problem solving skills, self-confidence development, and assertiveness. Theatrical skills were taught as a means to communicate their concerns to parents and community leaders, and sports activities provided opportunities to learn teamwork and cooperation. Various successful women visited and shared their experiences to serve as role models.

Mock Parliament: Two girls' mock parliaments were established, one in each ward, to create platforms for girls to engage with community leaders to advocate for their rights. Each parliament was composed of 60 members (MPs) and 16 ministers. About 127 volunteers from the participating schools in Bugarama ward vied for the 76 positions. Each candidate explained her aspirations before the 233 girls who were gathered voted. The girls then proposed priority issues for the advocacy agenda. A mock parliament session was performed in front of the Bugarama Ward Development Committee (WDC), allowing the girls to present their concerns and hold the committee members accountable. The messages which were presented by girls during this activity were on the shortage of separate latrines for girls at schools and the absence of student councils. The WDC asked the Ward Education Coordinator to follow up and ensure that within a given time every school in the ward should have an active and functional student council. He was also asked to analyze the shortage of pit latrines. The mock parliament for Lunguya ward also met in front of their WDC. The girls presented a number of challenges they face both academically and socially with special emphasis on the issue of corporal punishment in schools.

Through the mock parliaments, the girls have influenced the establishment of pupils' councils in the participating schools, providing a forum for students' voices to be heard.

-Tanzania

Exposure visits: A two-day study tour to the National Parliament and Dodoma University was organized for 60 girls by their member of parliament (MP). After attending a parliamentary session, the girls met with female MPs, followed by meetings with female students and lecturers

at Dodoma University. The visit exposed girls, most of whom had never before left their village, to new role models, boosted their confidence, and fostered their aspirations for higher levels of education. A second group of 60 girls participated in a trip to the Tuseme Festival at the University of Dar es Salaam. Tuseme is Swahili for “Let’s say it, or let’s speak out”; the initiative uses performing arts to empower young people, enabling them to understand and overcome problems that hinder their academic and social development. The girls analyzed causes of school dropout, poor academic achievement, sexual harassment, and other gender based problems. When they returned to their schools, the girls used these skills to engage with their local governance institutions and the community, holding them accountable for their rights.

ACHIEVE! Academic Clubs: In the ACHIEVE! Clubs, peer mentors work with other students to encourage school success. Group leaders received training on group facilitation and mentoring.

Leadership Skills Competitions: Competitions organized among participating schools were held in open spaces where the community was invited, creating an opportunity for girls to demonstrate their influence and skills more widely. The District Education Officer (DEO) and Bugarama Ward Education Coordinator were guests of honor and an average of 300 community members attended each competition.

Environmental Clubs: Environmental clubs took on various actions. In more than one community, environmental clubs organized a clean-up of the village water source. Community members joined the girls and participated in the clean-up.

Boys’ clubs: Two boys’ groups have been established to encourage boys to participate in girls’ initiatives and increase positive interaction between boys and girls.

Yemen

PTLA in Yemen focused on developing girls leadership skills through extracurricular activities; training on planning, decision making, and having a vision; and a continuous community mobilization process. A leadership curriculum for girls and youth was developed with the support of government institutions. Youth clubs were established and institutionalized, libraries and play areas created, liaisons with local radio stations solidified, and sports initiatives introduced.

Girls’ School Enrollment: Awareness activities aimed at increasing girls’ enrollment were conducted. The project also worked to change Al-Zubeiry co-educational school to an all-girls school, which almost immediately increased girls’ enrollment because of the resulting community acceptance. The project worked closely with school management to increase gender

education in targeted schools, and played a main role in finding volunteer teachers in target sites.

Village Youth Clubs (VYC): In Yemen, most schools are co-educational and are often located far from girls' homes, thus they do not provide a socially acceptable environment for girls outside of school hours. To address this, five Village Youth Clubs were established. They were intentionally called 'youth' clubs (rather than girls' clubs) in order to introduce the concept of youth as a distinct period of life in communities where people are seen either as children or adults, with no period in between. Calling them "youth clubs" also helped to slowly pave the way for having mixed (boys and girls) clubs, although initially only young boys aged 9-10 were included in order to ease into the possibility of a mixed boy/girl environment. The VYCs worked on group magazines, organized sports, and performed plays for the community. The project built or rehabilitated one room buildings in the villages to house the VYCs, providing a protected space for the girls to meet. Each VYC had a coordinator from the community, and as much as possible, women were recruited to fill this role. Training was provided to the girls and coordinators on club management, planning and issues of girls' leadership. Five of the youth clubs produce a monthly club magazine as a joint venture, allowing girls to explore and write about issues that directly affect them.

Traditionally, girls were not allowed to speak in front of non-nuclear family members, but now their voices reach up to 10 target villages through the radio.

-Yemen

School Media Groups: Training was provided to students in public speaking, writing articles and responding to interviews. In one girls' school, a solar powered school radio was set up and seventh grade girls now run a morning radio show. Traditionally, girls were not allowed to speak in front of non-nuclear family members, but now their voices reach up to 10 target villages. Other students participated in interviews on various girls' issues for the local radio station's youth program. The station has committed one hour per week for 'Youth Hour' in which youth are trained in media broadcasting and participate in presentations. Aysha Akrash is the first girl from *Bani Qais* to ever speak on the radio.

Student Councils: Student councils were developed to increase girls' decision-making abilities and provide a venue for youth representation. Workshops and training manuals were provided to schools on how to conduct student elections and engage youth in school governance activities.

Sports: Sports for girls in Yemen has often been considered shameful. The program sought to raise community awareness of the benefits of sports for girls. Many families preferred that their

girls only practice sports in enclosed areas out of the public eye, so activities for girls mostly took place at the VYCs.

Awareness Raising Campaigns: Students conducted community awareness-raising campaigns at the schools and in the villages. The campaigns focused on such topics as getting drop-out students to return to school, supporting literacy classes, cleanliness, and girls' education.

School Festivals: The first school festival was held as a venue for youth to communicate about issues they face to their communities. Girls stood in front of the governor for the first time and performed a show about girls' education issues. The government officials stated that they were pleasantly surprised by the performance.

3.3 Objective 2: Create partnerships to promote girls' leadership

CARE sought to engage PTLA partners not only by bringing financial and technical resources, but also as energized advocates for girls, committed to a process of shared learning. Partners were included in technical review meetings where frameworks, tools, and project breakthroughs were discussed by multiple actors. By convening the PTLA partners on a regular basis, both at the country level, and in the United States, the project sought to strengthen learning, sharing and replication of project successes.

3.3.1 Technical Advisory Group

A Technical Advisory Group (TAG) was convened in Washington, DC during the first year of the project, consisting of USAID staff from different offices. The intention of the group was to strengthen learning, particularly good practices in young adolescent girls' leadership development, and ensure synergy between existing USAID funded initiatives.

A second TAG meeting was held on March 30, 2010 that was attended by colleagues from peer organizations as well as USAID. Organizations represented were Peace Corps, Room to Read, Save the Children, Plan International, Winrock, the International Center for Research on Women (ICRW), and the Center for Development and Population Activities (CEDPA). The meeting included a presentation of the tools developed under PTLA for measuring girls' perceptions of leadership, the Girls' Leadership Index (GLI), and boys' perceptions of gender and gender equity index, the Gender Equity Index (GEI). Meeting participants responded favorably to the tools.

The TAG met again on May 12, 2011 where a PTLA update was given and CARE's recently released paper: "Education Plus – A Policy Agenda to Unlock the Power of Girls" was presented. Participants included representatives from USAID, CEDPA, ICRW, Center for

Universal Education – The Brookings Institution, Good Works Group, Making Cents, Greene Works, Winrock, and the UN Foundation. Discussion focused on access to support systems and leadership skills for girls, and reduction of harmful practices and policies that reduce vulnerabilities faced by girls.

Other partnership efforts during the life of the program included a successful meeting with a representative from World Bank’s Adolescent Girls’ Initiative to discuss synergies between programs.

Significant financial support of CARE’s work in girls’ leadership was demonstrated by corporate and private sponsors (Table 3 below) who provided leverage funding to PTLA and its supporting projects in the country offices.

Table 3: Corporate and Private Sponsors

United States (HQ)	Mathworks	\$150,000
Egypt	Intel	\$50,000
	US private donors	\$175,000
Honduras	Cargill	\$750,000
	Private US donors	\$200,000
	Patsy Collins Trust Fund	\$600,000
India	Patsy Collins Trust Fund	\$600,000
	Private UK donor	\$220,000
	Oracle	\$750,000
	Private US donor	\$25,000
	Stemcor	\$100,000
	Symentac	\$40,080
	Ranvir Trehan Foundation	\$1,500,000
Malawi	Patsy Collins Trust Fund	\$600,000
	General Mills	\$1,500,000
	ELMA Foundation	\$460,330
Tanzania	Patsy Collins Trust Fund	\$600,000
	Ranvir Trehan Foundation	\$1,000,000
	Credit Suisse Foundation	\$725,091
	Ipswitch	\$170,000
	CARE UK Legacy grant	\$280,000

Local and national partnerships were also fostered in each of the countries where PTLA was implemented. Partners included government agencies, community associations, women’s organizations, NGO networks, both implementing and advisory NGOs, universities, and

private sector entities. Emphasis was placed on strengthening local organizations and community structures to ensure long-term sustainability of the initiatives. Capacity building in the form of training and follow-up support was provided by CARE and/or its implementing partners. A table delineating the types of training provided in each of the six countries and to whom is included in Annex B. A brief description of local partners and their roles is included in Table 4 below, followed by more detailed descriptions by country.

Table 4: Local Partners by Country

Partner Type	Partner Role	Location
Government agencies Ministries of Education/Youth/Health/ Labor (all); Office of Public Prosecutor, Honduran Institute for Youth and Family, Honduran Institute for Youth, National Center for Professional Education (CNET), (Honduras); Village & Municipal government agents, (Egypt); Ministry of Gender, Children and Community Development (Malawi)	Shared learning and adopting best practices; adopts and enforces laws and legal systems to support children’s rights and children at risk.	Egypt Honduras India Malawi Tanzania Yemen
Village level community associations Parent Teacher Associations, Boards of Trustees, School Management Committees, Village Women’s Committees, Community Development Assoc., Mothers’ Groups, Village Savings and Loan Groups, etc.	Direct involvement to enhance sustainability and local relevancy of project activities. Inclusion of mechanisms for support to girls’ participation and leadership in local community action plans.	Egypt Honduras India Malawi Tanzania Yemen
Women’s Organizations National Institute for Women (INAM) (Honduras); Forum for African Women Educationalists, Society for the Advancement of Women (Malawi); Malhila Samakhya (India)	Worked as implementing partners to strengthen local government, and mobilize and empower girls and communities.	Honduras India Malawi
Networks of NGOs Child Protection Network (Egypt); Malawi Education Network (coalition of NGOs), Kasungu District Education Network, Dowa District Education Network (Malawi); United Nations Girls’ Education Initiative, National Coalition of Education (India); Tanzania Education Network, National Policy Forum (Tanzania), COMCORDE (Honduras)	Provided support as a forum for sharing and learning lessons and promoting advocacy.	Egypt India Malawi Tanzania

<p>Implementing NGOs Centre for Creative Community Mobilization, Centre for Sustainable Community, National Quiz Program, Forum for African Women Educationalist (Malawi); Jesuits and Freres Association (Minia, Egypt); Youth Development and Environment Association (Beni Suif, Egypt); Development and Relief Association (DELIRA), Development Initiative by Social Animation, Social Welfare and Advancement of Rural Generation, Sarvodaya Ashram (India)</p>	<p>Worked as implementing partners to strengthen local government, raise awareness in communities and mobilize girls. Direct implementers of extracurricular activities in Egypt, Malawi and India.</p>	<p>Egypt Malawi India</p>
<p>Advising NGOs CAMFED Tanzania, Girls Scouts, Tanzania Gender Network, Parapanda Theatre Group (Tanzania); Yemen Women’s Union, Youth Leadership Development Foundation, Women’s National Committee, Dear Al-Hissi (Yemen); Malawi Girl Guide Association, Centre for Human Rights and Rehabilitation (Malawi)</p>	<p>Facilitated leverages and advised to enhance program success at a local level.</p>	<p>Tanzania Yemen Malawi Egypt</p>
<p>International Organizations UNICEF, (Honduras, Malawi, Yemen) Peace Corps, ChildFund, Plan (Honduras), Save the Children (Egypt)</p>	<p>Facilitated, leveraged, and advised program success at a local level. Development of national training manuals and guidelines. (Tanzania)</p>	<p>Honduras Malawi Yemen Egypt</p>
<p>Universities National Autonomous University of Honduras, National Pedagogical University, University of Costa Rica, San Jose (Honduras); University of Dar es Salaam, University of Dodoma (Tanzania)</p>	<p>Provided advice and assistance with design and implementation of learning, research and documentation processes. (Honduras) Hosted girls’ exposure visits. Theatre department trained girls in participatory theatre. (Tanzania)</p>	<p>Honduras Tanzania</p>
<p>Local Private Sector Partners Vodafone, Intel (Egypt); Cargill, Consejo Hondureño de Empresa Privada (COHEP); (Honduras); Barrick Mining Company (Tanzania)</p>	<p>Collaborated as an interested party in supporting community development. Served on Project Advisory Committee (Tanzania) Provider of school technology and training in some PTLA schools (Egypt)</p>	<p>Egypt Honduras Tanzania</p>

3.3.2 Government Partners

In **Egypt**, informational meetings were held with authoritative stakeholders on the proposed project and feedback solicited on perceived obstacles that might hinder girls' extracurricular activities. This was done on two levels; first with Undersecretaries of the Ministry of Education and Civil Society Organizations Unit in the Modeereya (governorate level) and second with heads of education departments (idasas) and the school managers. Quarterly briefings were conducted for knowledge sharing and accountability. Regular coordination meetings were held with heads of the educational departments in the project areas.

In full support of PTLA in **Honduras**, the Department of La Paz offered the use of a building for a project office and the municipal government in Guajiquiro created the Children and Youth Protection Unit to follow-up on project interventions and provided a cost share for project events. Local school governance committees were strengthened as an effective structure for engaging girls, boys, and youth. Teachers were oriented on how to work with leadership issues from the perspective of rights and values, giving girls the opportunity to practice leadership competencies within this same perspective. As a result of project advocacy, scholarships for girls were provided by the municipality. A project orientation workshop was also held for staff members from the Ministry of Education and Labor.

In **India**, the basic concepts and details of PTLA were shared with district level government counterparts, resulting in a formal consensus to align the district plans with this leadership initiative as far as possible. It was also decided that joint visits should be regularized to improve overall project performance in the districts. Other government officials including the Health Education Officer, Forest Department officials, and Medical Officer in-charge also provided their full cooperation to the project.

Given that local village headmen are very influential in India, meetings were held with village headmen to garner their support in identifying mentors and champions for girls from within each community, bring attention to harmful traditional practices which impact girls' lives, and develop a positive environment for girls' leadership by working with boys and men to create a sensitive environment. Village headmen have provided space for the girls' group meetings, worked as advocates for the girls' collectives by convincing parents to send their daughters to the meetings, supported the civic action campaigns, and even served as mentors.

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-India

In **Malawi**, PTLA coordinated its work with the District Executive Committee (a development arm of the Kasungu District Assembly) which is comprised of representatives from different government departments, CSOs, and traditional leaders within the district.

At the beginning of the project in **Tanzania**, a meeting was conducted to strengthen the collaboration between CARE and local government authorities, NGOs, faith based organizations (FBOs) and the private sector. Local community leaders including the Ward Executive Officer, Village Executive Officers, village chairpersons and hamlet leaders, ward education officers and head teachers were familiarized with the project goals and objectives. Participants discussed and identified key players and their roles and responsibilities.

In **Yemen**, the project team progressively engaged the Hajjah Local Council and Education Department in discussions, resulting in a commitment to develop a governorate youth strategy and planning workshop. The project team also participated in council planning activities, which resulted in the development of a joint CARE and Local Council project targeting marginalized youth and providing vocational training.

3.3.3 Local Organizations

As part of its commitment to build the institutional capacity of local organizations, CARE **Egypt** worked with Jesuit and Frères Organization in Miniya and the Youth Association for Development and Environment in Beni Suef as partners responsible for direct implementation. These organizations contacted communities and schools, drafted work plans, and followed up on the day to day activities of PTLA.

In **Honduras**, the existing partnership with KOINONIA (a shelter for girl victims of domestic violence and/or sexual abuse) provided an opportunity to reach extremely vulnerable and marginalized girls through vocational training in the communities of La Cuesta and El Lolo. Girls from the shelter were progressively integrated into activities promoted by the project, resulting in reduction of discrimination and reintegration of the victims in the community.

In **India**, a number of NGOs served as implementing partners, working through village level volunteers who facilitate the day to day activities in their village.

In **Malawi**, the Centre for Sustainable Community Development, Primary Education Advisors, Social Welfare Workers and Community Development Assistants collaborated in training SMC and PTA members and helping developing School Improvement Plans, enforcing the Teacher Code of Conduct, and monitoring of the structures that worked with the girls. FAWEMA trained girls in debate skills for Speak-Out clubs and CRECCOM worked closely with the

participatory theatre group members to identify issues that affect girls' education. FAWEMA and CRECCOM also strengthened existing mothers' groups and help form new ones, in coordination with another CARE project in the same area. The partners also conducted role modeling sessions for girls, taking them to visit secondary schools and providing the chance to speak with older female students. The District Education Networks from both Dowa and Kasungu were involved in monitoring implementation of project activities. These monitoring visits were followed by regular coordination meetings to discuss issues identified during the monitoring visits.

Given the remoteness of the project implementation area in **Tanzania**, few local organizations were available with which to form partnerships. Emphasis was therefore placed on working directly with schools to strengthen teacher capacity. An exception was the District Commissioner for Scouts who supported the Girl Scouting activities.

In **Yemen**, there were no existing civil society organizations in the project area, therefore PTLA supported the establishment of three partner NGOs in the targeted locations to sustain the initiative after the project ends. Project staff worked closely with NGO staff throughout the project period to strengthen their organizational management skills including drafting mission statements, registering with local authorities, and drafting five year work plans. A local religious organization was engaged to lead an awareness campaign addressing religiously based resistance to the project in some sites. The campaign utilized Islamic literature and principles to advocate for the participation of girls in education and leadership. Sermons were facilitated in village mosques and community meetings were held to discuss the issues.

3.3.4 Community Members

In **Egypt**, Community Development Associations (CDAs) and schools together formed steering committees to create community-based entities to directly support girls' leadership activities. Each committee consisted of two CDA members, two youth mentors, a member of the board of trustees (BOT), the school director, and the social worker. The steering committees supported girls in undertaking civic action, recruited volunteers from the community, and played a significant role in overcoming any social obstacles faced by the girls during the implementation of PTLA activities. As a result of the midterm evaluation findings, the steering committees were integrated under the BOTs. This was done as a sustainability measure because the BOTs are official entities recognized by the Ministry of Education. Follow-up visits indicated that there was effective coordination between the steering committees and BOTs in the implementation of the initiatives, celebrations and plans of the community committees.

At the initiative of communities, boards were established which are responsible for following up on the activities of girls' networks at the municipal and community level.

-Honduras

Youth from La Cuesta, **Honduras**, who were involved in previous CARE education programs volunteered to share their experiences in building girls' leadership skills with other communities who would be participating in PTLA. EDUCATODOS is an alternative education program for out of school youth, facilitated by other youth from the community. Some of the EDUCATODOS facilitators served as mentors for younger girls, organized theater groups, facilitated discussions on values, rights, and gender, and provided some of the vocational skills training. An indigenous women's group trained girls in traditional embroidery, yarn spinning and looming. At the initiative of communities, four boards were established which are responsible for following up on the activities of girls' networks at the municipal and community level. These boards also seek to increase the number of girls engaged in the groups.

The project relied heavily on community volunteers in **India**. In schools, Leadership Coordinators worked to ensure continued support of involvement of girls during the morning assemblies, held discussions with children on their experiences during Assembly and with parents on their children's enrollment and regular attendance, resulting in an increase in children's enrolment. They also discussed the importance of girls' education and leadership skills development. Village Level Workers facilitated community meetings to elicit community support for girls' participation in the collectives. Some of the topics discussed were children's regular attendance in school based activities, right to education act, teachers' attendance, girls' enrollment in school, gender discrimination in education, and girls' and boys' roles in household chores and its effect on participation in girls' collective meetings and school based activities. Other community members (teachers, health volunteers, nurses) also served as mentors and provided support by making places available for girls' group meetings, facilitating meetings, and providing knowledge on core issues such as nutrition, polio eradication, and preventing common illnesses.

In **Malawi**, Mothers' Groups were seen as a natural vehicle for combating traditional norms that encourage early motherhood and marriage by educating parents and girls about the dangers of early marriage and pregnancies, providing counseling to girls, supporting victims of gender-based violence and actively engaging in addressing those cases in the community, and assisting with obstacles to girls' education and participation in leadership activities.

In **Tanzania**, PTLA worked with members of community based Village Savings and Loan groups to help identify out of school girls who would benefit from being involved in the project

activities. Community volunteers who served as non-formal education facilitators also served as mentors for some of the girls.

In **Yemen**, The project also established and helped strengthen mothers' councils in the targeted areas, pioneering the concept of village-oriented, rather than school-centered mothers' councils. Steering committees were also established in each village. Two members of an existing steering committee in Safan, established by a previous initiative in the district, were engaged to visit the villages involved in PTLA to educate community members about the role of a steering committee, its benefits for the community, the election process and the PTLA project itself. PTLA coordinated with the Safan steering committee to bring community leaders together to share experiences and knowledge about the steering committees' roles and to discuss challenges, financial resource management and women's participation. In addition, open workshops conducted in four project sites strengthened the partnership between communities and PTLA. Sessions introduced the project's objectives and explored local issues of girls' education and community responsibility. Key challenges were identified and an agreed work plan was developed to address such issues including responsibilities and action steps. Key issues included lack of school facilities, lack of teachers, early marriage and awareness of the importance of girls' education. The workshops resulted in the establishment of mothers' councils, improved awareness of issues, and commitments to address the challenges. A follow-up workshop in one site, involving school staff, fathers' and mothers' councils, volunteer female teachers and others, resulted in an agreement to provide a building for a youth club, the creation of an education fund, and an evaluation of the agreed work plan.

3.3.5 Private Corporations and Universities

In **Egypt**, the 20 PTLA schools were recipients of a generous gift from the Intel Technology Fund which supplied 20 mobile Classmate PC carts; each carrying up to twenty-five Classmate netbooks, twenty teacher laptops, and twenty access points. In a further show of collaboration, the Ministry of Education provided the 20 schools with 500 additional Classmates that were donated to them also through Intel Egypt. The computers are used for classroom instruction and for extracurricular activities such as computer clubs after school. A team of five volunteers from Intel USA set up the computers and networks and trained teachers on their use, particularly for classroom instruction. Additional training was provided to community members. Vodafone funded ICT centers in five schools. Each of the five ICT centers was provided with an endowment to use the interest to implement other activities. The ICT centers provide support to the curriculum and extracurricular activities.

A team of volunteers from Intel USA set up the donated computers and networks and trained teachers on their use, particularly for classroom instruction.

-Egypt

All villages involved in PTLA in **Tanzania** are in the Barrick Gold Mine area. Officials from Barrick Mining served on the project advisory committee. At the request of girls participating in the mock parliament, tours of the mine were given to groups of girls. This was the first time that community members, other than Barrick workers, were able to see the mine operations.

In **Honduras**, university partnerships provided a unique form of support. The Universidad Nacional Autonoma de Honduras (UNAH), agreed to involve ten students from the social work school to support the programs working directly with girls, boys and youth leadership. The National Pedagogical University provided teacher training in the new National Basic Curriculum as well as training in extracurricular activities such as sports programs to the communities of La Cuesta and Lolo, working directly with parents and organized youth. A partnership with the University of Costa Rica in San Jose led to successive learning trips to Guajiquiro, providing an opportunity to share experiences with students of the Rural Education Program, from Costa Rica and other Latin American countries. CARE also negotiated with the *Consejo Hondureño de Empresa Privada* (COHEP) to support disadvantaged girls, boys and youth with scholarships to be able to continue their studies and support leadership training activities in communities where the project is being implemented.

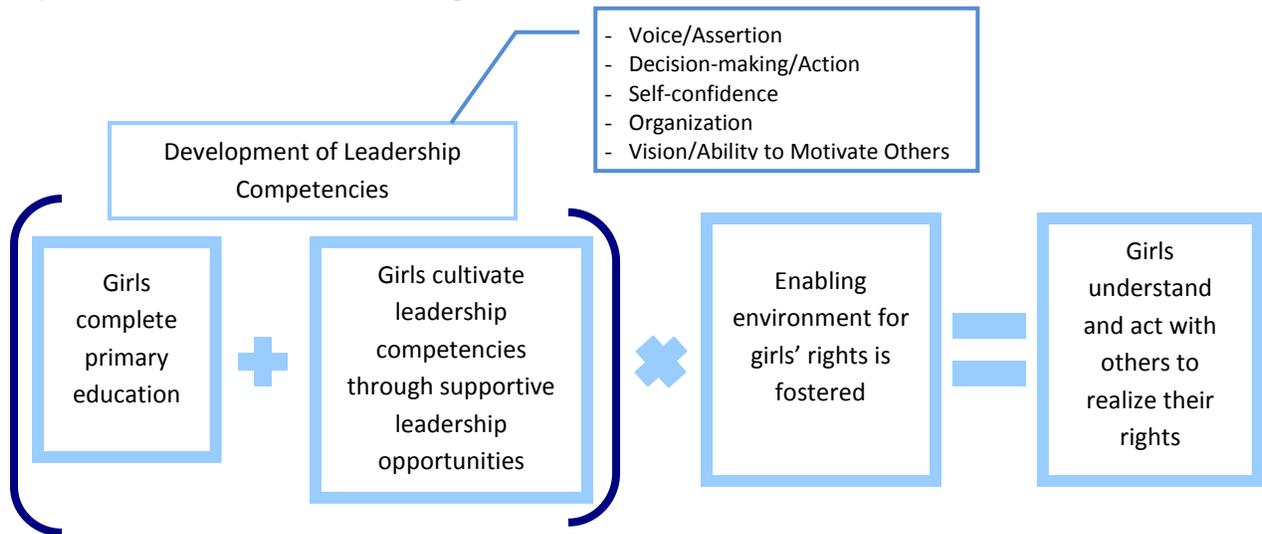
3.4 Objective 3: Enhance knowledge to implement and promote girls' leadership programs

By creating a common framework of analysis, and encouraging innovative approaches across the six countries, PTLA added to current literature and learning about girls' leadership. PTLA began by developing a peer-reviewed common framework for girls' leadership based on the key concepts presented in the original proposal (e.g., voice, decision-making, vision, organizational skills, self-confidence, realizing the power within, gaining legitimacy, taking civic action) and the experiences of PTLA partners. With the assistance of consultants, literature reviews and technical review meetings, CARE and its PTLA partners formulated a set of priority research questions which formed the basis for the development of systematic tools for data collection. Two tools were developed, the Girls' Leadership Index (GLI) and the Gender Equitable Index (GEI), intended to measure the development of leadership competencies (i.e., vision, voice, decision-making, confidence and organization) among girls, and changes in gender attitudes and norms for boys participating in the project. These tools are attached in Annex C. At CARE's request, the tools were reviewed by the Minnesota International Development Education Consortium (MIDEC) for reliability and validity. Recommendations from MIDEC for were taken into consideration in the refinement of the tools for the final evaluation.

As part of the learning agenda of the project, CARE continued to develop strategic partnerships with peer organizations and to share developing learning as opportunities arose. Girl Scouts of

the USA, pioneers in promoting girls' leadership within the US, provided input into the development of CARE's girls' leadership model (see Figure 1 below) as well as the leadership paper⁵ and the GLI tool.

Figure 1: CARE's Girls' Leadership Model



The leadership model recognizes that while completing primary education is a foundational component of leadership development, girls also need to be fully supported with specific opportunities to develop leadership skills outside the school curriculum. In addition, the model reflects CARE's understanding that empowerment involves the interplay of changes in a girl's individual agency (based on developing key leadership competencies), the structural environment that surrounds and conditions her choices and also the relations with others which can support or obstruct her path. The leadership model focuses on building five competencies: confidence, voice/assertion; decision making/action; organization; and vision/ability to motivate others.

In 2010-2011, based on learning coming out of PTLA, CARE expanded use of its girl leadership model to 16 additional CARE country offices implementing girls' education programs (Afghanistan, Bangladesh, Benin, Bolivia, Burundi, Cambodia, Ecuador, Ethiopia, Ghana, Haiti, Mali, Mozambique, Northwest Balkans, Peru, Rwanda, South Africa – Lesotho). Each of these country offices is exploring ways to incorporate the model into existing and future programming with young adolescent girls, extending the opportunities for continued shared learning on what is effective in girls' leadership programming.

⁵http://www.care.org/campaigns/2009/downloads/SigProg_PW_Leadership.pdf?s_src=redlink_prgm_12_22_01p_m&s_subsrc=fb

As mentioned previously (Section 3.3.1, p. 35) regular updates were shared with interested parties through the TAG meeting. Increased visibility of the project and sharing of learning was also effected throughout the development community, the private sector and other potential donors. In July 2010, during World Population Day, the PTLA Program Manager participated in a panel discussion as part of a Capitol Hill briefing on adolescent girls and girls' education, highlighting the work of the US government in supporting girls' leadership in developing countries. Also in 2010, CARE co-hosted with the Population Council, Nike Foundation and United Nations Foundation an event under the Coalition for Adolescent Girls (CAG). CARE's Director of the Basic and Girls' Education Unit presented the girls' leadership paper which provides a literature review and an overview of CARE's model on leadership development. The event was a well-attended opportunity to present work done under PTLA to peer organizations. Additionally, the leadership paper and GLI and GEI measurement tools were presented at the following conferences:

- Comparative and International Education Society (CIES) Conference Charleston, SC, March 2009 (Findings of the leadership paper)
- Comparative and International Education Society conference, Chicago, March 2010 (GLI/GEI development and application)
- UNICEF-GPIA International Conference 2010. Adolescent Girls – Cornerstone of Society: Building Evidence and Policies for Inclusive Societies in New York City in April
- World Council of Comparative Education Societies (WCCES), Istanbul, Turkey, June 2010
- Women Deliver: Delivering Solutions for Women and Girls, Washington, DC, June 2010
- Protecting and Empowering Adolescent Girls: Evidence for the Global Health Initiative, Washington, DC, June 2010

An article co-written by staff of CARE USA and staff of CARE Malawi, which provided an overview of PTLA's approach, was published on the United Nations Girls Education Initiative's web site as part of the Engendering Empowerment: Education and Equality e-conference.⁶

CARE also shared project information and models through its knowledge sharing mechanisms. These included distributing material and tools through CARE's Educational Regional Advisory Committees (a network of CARE education professionals around the world) and publication of updates in its Basic & Girls' Education Bulletin (a monthly email newsletter with over 200 subscribers).

⁶ http://www.e4conference.org/wp-content/uploads/2010/02/E-Stephanie_Baric.pdf

A global synthesis workshop was held in July 2011 in London. CARE capitalized on the opportunity to share learning not only from PTLA, but also from ITSPLEY (Innovation through Sport: Promoting Leadership, Empowering Youth) which is a USAID/DCOF funded project which specifically uses the convening power of sports to promote girls' leadership. ITSPLEY is being implemented in four countries, two of which (Egypt and Tanzania) intentionally overlap with PTLA. The workshop brought together representatives from seven project countries, CARE USA, the Better Care Network, CARE Germany and CARE UK, and the USAID AOTRs for each project. Unfortunately, CARE Yemen was unable to participate. Participants discussed successes, challenges, as well as emerging issues and promising practices in the programming efforts and advocacy pertaining to girls' leadership development. The full workshop report is attached in Annex D.

Additional knowledge generation and sharing opportunities occurred in each implementing country. Details are given below.

Egypt

PTLA staff in Egypt developed a manual of activities to be conducted with boys in schools in order to improve the gender perception of boys towards girls and to gain their support in the course of developing girls' leadership. Trainings were conducted in both governorates for activity teachers, psychologists, and social workers; enabling them to facilitate the implementation of these activities in schools. Activities will be refined based on experience and the manual shared more broadly. Two other manuals were developed; one for arts and the other for theatre. All three manuals are designed to develop the pillars of leadership through specific activities.

In addition, the PTLA team produced an array of communication material to document the project experience and contribute to promoting the initiative's goals and objectives. Two documentary films were developed. The first, titled "Future leaders", is a 16 minute film that tells the story of the initiative bringing out the positive and negative views regarding the concept of extracurricular activities and girls engagement in such activities in Upper Egypt. The second, "Breaking the Silence", is a 15 minute documentary that tells the story of four girls who were engaged in the PTLA initiative. The girls describe their experiences, highlighting how they developed and excelled in their activities and their lives in general because of the empowerment approach they were exposed to through the project's interventions. Eight full-color flyers were produced highlighting examples of the civic action initiatives undertaken by the core groups in the schools. Copies of the manuals, films and flyers were distributed to schools, partners, and other education directorates. Training was also provided to those entities on using the manual.

Honduras

In Honduras, learning was shared through public demonstrations of girls' newly acquired self-confidence, voice, and organizational skills. National and cultural holidays served as natural opportunities to hold fairs where the girls' art work and crafts were displayed, in addition to artistic shows, soccer, and the sale of homemade foods. As insignificant as this may seem in other contexts, it was a first in rural Honduras for indigenous girls to have such a prominent role in public spaces. Exchange meetings were also held among parents, teachers, and community members with more than 900 people total attending.

A leadership curriculum was developed, compiling approaches and activity lessons to be used in schools. It has been adopted by teachers in the targeted area and is recognized by the Ministry of Education. During learning tours, students from the Rural Education Program of the University of Costa Rica, San Jose, also received information about the curriculum and were actively involved in its implementation.



India

CARE presented a paper on Gender and Education at a national seminar organized by the Women's Studies Department of the Lucknow University. The seminar was chaired by Dr. Vrinda Swaroop, Principal Secretary, Technical Education, Government of Uttar Pradesh; the paper was well received by the audience. The girls' leadership program and its concept were highlighted in the presentation. Some baseline data was shared to show the relevance of working on girls' leadership to enhance their quality of life.

Community seminars served as forums that allowed community members to share concerns and make plans for the next year. Parents and teachers discussed issues from the current year and looked forward to next year's enrolment and quality issues related to education. The seminars provided a platform for girls to demonstrate their skills and talents and shed some of the social restrictions thrust upon them. The seminars also acted as a platform to neutralize tensions among stakeholders and assisted in bridging gaps among the stakeholders. A total of 143 community seminars were held with 10,179 people (5,350 men and 4,829 women) attending.

Prior to project start-up, the CARE India team recognized the need to analyze their own views, opinions and attitudes on gender which they have adopted consciously or unconsciously from

society. A three-day training was organized for the project team on gender, their own biases, the importance of talking about girls' leadership, the difference between leadership and dominance or manipulation, and how society as a whole can benefit if women and girls have a greater voice in decision-making. The training helped participants challenge some of their existing beliefs and helped them understand their own behaviors before they began addressing these issues with communities.

Malawi

The learning partners in Malawi participated in the initiative's activities from implementation to evaluation as active observers with the ultimate goal of learning from the initiative and also sharing the wealth of skills, knowledge and practice that they have.

The Kasungu District Education Network (DEN) and the Malawi Education Network (MANET) are two institutions that exist, at district and national levels respectively, for the purpose of influencing government policy formation and implementation in the education sector. PTLA worked with the two institutions as platforms for channeling specific education policy issues identified by the project, which could best be addressed through advocacy. Experience has shown that the government is likely to listen and take action on issues voiced by a number of organizations other than a single one. The DEN and MANET have a membership of 16 and 84 CSOs respectively. PTLA worked with the DEN in efforts to improve its functionality and capacity.

The Kasungu District Assembly has a District Executive Committee, comprised of representatives from different government departments, CSOs and traditional leaders, that serves as its development arm. CARE Malawi presented PTLA along with its other projects to DEC members, putting emphasis on project goals, objectives and progress made. The DEC is a useful forum for technical support on implementation and monitoring.

A review meeting was organized in September, 2011 involving all stakeholders and partners that directly and indirectly participated in implementation. The participants included education officials, FAWEMA and CRECCOM. The aim of the review meeting was to give feedback on how the PTLA project has been implemented over its period of existence and lessons learnt from the project. The meeting also looked at things that worked well and those that had not.

Working with FAWEMA under PTLA to create supportive networks for girls at a local level has led to widespread recognition and opportunities for replication at national level. CARE was invited by the Ministry of Education to contribute material and participate in developing national standard training manuals on engaging mothers to play a role in the development and

education of girls and boys. DFID also approached CARE and funded the establishment, training and monitoring of 500 additional mothers groups across five districts. The work was done in continued collaboration with FAWEMA. The work of PTLA in partnership with FAWEMA has led to the direct replication of the mothers' group approach and similar interventions across Malawi. PTLA also created a platform that enabled CARE to influence policy and practice at national level.

The work of PTLA in partnership with FAWEMA has led to the direct replication of the mothers' group approach and similar interventions across Malawi. PTLA created a platform that enabled CARE to influence practice at national level.

Tanzania

National issue awareness days were such as Global Week of Action for Education and African Child Day were capitalized on to publicly demonstrate the effectiveness of girls' leadership development activities. Girls and boys from project schools participated in sports, choir and club leadership demonstrations and academic performances such as quiz and storytelling competitions. Girls had the opportunity to explain to the community what PTLA is doing in their wards and demonstrate through theater and discussions some of the issues they are addressing. Other girls' groups within the district indicated their interest in learning more about PTLA's approaches.

Yemen

In Yemen, CARE held numerous meetings intended to increase awareness about PTLA and open the door for sharing good practices and collaboration with key stakeholders in Yemen. The meetings involved several government organizations and NGOs that have activities in girls' education, including the head of the Education Department at the Yemen Social Fund; staff from the Ministry of Education and the Ministry of Youth; the head of the Women's Sports Union; and the Yemen Women's Committee. The PTLA team also attended coordination and collaboration meetings with many governmental organizations on girls' education, including the Girl Coordination Council and UNICEF. A study of youth leadership needs among rural girls and women was conducted which informed project activities and planning, and has been utilized in monitoring and evaluation. In addition, PTLA staff participated in project visits to six youth and leadership projects to learn from the successes and challenges of other initiatives.

It was noted that the development of local research on women's education in Yemen is required to develop the literature base and support advocacy of girls' education. CARE will seek to build a relationship with the National Education Research and Development Centre to advocate for this.

SECTION 4: RESULTS

“Project staff reported that the transformation in three years in this area is significant, with active local organizations, engaged parents, and girls who have found their voices and community acceptance.”

- Yemen

An external final project evaluation was conducted by Miske Witt and Associates Inc. (MWAI) in October-November, 2011. The evaluation team conducted site visits in all six PTLA countries. Data collection strategies included focus groups, semi-structured interviews, activity observations, and the administration of the Girls’ Leadership Index (GLI) and the Girls’ Equity Index (GEI). The results of the evaluation are summarized below. The full evaluation report is being submitted to USAID together with this final project report and is also available upon request from CARE. In addition to findings from the evaluation, results observed by project staff during the course of implementation are discussed below.

Objective One: Cultivate opportunities for girls to practice their leadership skills

Indicator: 70% of girls have enhanced skills and competencies

All countries, with the exception of Honduras and Yemen, exceeded the 70% target of girls having enhanced leadership skills and competencies with rates reaching over 80% in India and Tanzania. In Honduras, while the percentage of girls self-reporting their enhanced skills on the Girls Leadership Index tool was only 31%, the evaluators noted that this was in sharp contrast to what they actually observed and indicated that girls were practicing leadership, but hadn’t developed the knowledge to talk about it. In Yemen, 55% of girls indicated that they had increased leadership skills.

Indicator: 50% of girls have improved self-concept and self-confidence

All countries met or nearly met the 50% target (49% in Tanzania) on girls’ improved self-concept and self-confidence.

Indicator: 70% of groups of girls report undertaking leadership actions in their homes, schools, or communities

Girls in all countries except Honduras and Yemen exceeded the 70% target of taking leadership actions, with a range of 71%(Malawi) to 87% (India). As mentioned in the first indicator above, the evaluators noted a sharp discrepancy in Honduras between what was observed and what girls reported on the survey instrument. In Yemen, 55% of girls indicated that they were acting on their leadership, which as the evaluators noted, is remarkable for the context of Yemen.

Objective Two: Create partnerships to promote girls' leadership

The target of at least five global partnerships established to promote girls' leadership was exceeded as CARE worked extensively with the Girl Scouts of America, USAID, the Coalition for Adolescent Girls, Trehan Foundation, Intel, the Better Care Network, and others to share learning and support leadership development for girls. Each country also achieved the target of establishing at least two local partnerships. These partnerships are delineated in Table 4, p.37.

Objective Three: Improve knowledge to implement and promote girls' leadership programs

Two papers, *The Power To Lead: A Leadership Model for Adolescent Girls*⁷ and *Education Plus: A Policy Agenda to Unlock the Power of Girls*⁸, were developed and were disseminated through workshops, conferences, and electronic networks. A global synthesis workshop for best practices was held in London in July 2011 and was attended by representatives from seven project countries, CARE USA, the Better Care Network, USAID, CARE Germany and CARE UK. Reports and supplementary materials, both print and video, were produced at the country level and used to promote emerging knowledge around girls' leadership. Details of country level knowledge generation and sharing opportunities are described in Section 3.4, p. 47-50.

4.1 Power to Lead Alliance Results Framework

Results	Method	Status
Objective One: Cultivate opportunities for girls to practice their leadership skills		
70% of girls have enhanced skills and competencies	Girls' Leadership Index	ACHIEVED
50% of girls have improved self-concept and self-confidence	Girls' Leadership Index	ACHIEVED
70% of groups of girls report undertaking leadership actions in their homes, schools, or communities	Girls' Leadership Index	ACHIEVED
Communities ensure safe social and physical environment for girls' leadership activities	Focus Groups, Semi-structured interviews, Observation	ACHIEVED
Communities demonstrate support for girls'	Focus Groups, Semi-structured	ACHIEVED

⁷http://www.care.org/campaigns/2009/downloads/SigProg_PW_Leadership.pdf?s_src=redlink_prgrm_12_22_01pm&s_subsrc=fb

⁸http://www.care.org/campaigns/powerwithin/downloads/CARE-Education-Plus-Report.pdf?s_src=redlink_prgrm_12_22_01pm&s_subsrc=fb

education and leadership development	interviews, Observation	
Objective Two: Create partnerships to promote girls' leadership		
At least five global partnerships established to promote girls' leadership	Quarterly Report Updates	ACHIEVED
At least two partnerships established at country office level to promote girls' leadership	Quarterly Report Updates	ACHIEVED
Objective Three: Improve knowledge to implement and promote girls' leadership programs		
A synthesis report on cross-cultural barriers to girls' leadership is produced following baseline study	<i>The Power To Lead: A Leadership Model for Adolescent Girls'</i>	ACHIEVED
Based on the experience of the six countries, a synthesis report on approaches to girls' leadership published and disseminated	<i>Education Plus: A Policy Agenda to Unlock the Power of Girls</i>	ACHIEVED
A global synthesis workshop for best practices is held	Workshop held July 2011	ACHIEVED

4.2 Qualitative Results

Girls held the duty-bearers accountable for addressing their needs, and community leaders have started taking action on some of the issues raised.

-Tanzania

Concrete results of project activities were also seen in the areas of:

- Overcoming cultural barriers/Changes in community perceptions
- Girls' self-concept and life plans
- Increased school attendance and academic performance
- The role of men, boys, and women
- Civil society strengthening

4.2.1 Overcoming cultural barriers/ Changes in community perceptions

As explained in detail throughout the report, in all six countries, rigid ideas about restrictive cultural roles for girls presented an on-going challenge. These included not only norms around how (or if) girls should be seen in public spaces, but also the roles of girls in the household and their responsibilities for domestic chores. The latter was equally as important to address as it limits the amount of time girls have to participate in other activities. In each context, PTLA staff

identified advocates for girls' participation and worked alongside them to slowly win community acceptance and finally support, building upon the existing goodwill already developed in communities where CARE works to improve the overall quality of education. Remarkably, acceptance was indeed gained within the three year time period in all settings in all six countries. Even in the most resistant communities, outright refusal on the part of parents and community leaders gave way to reserved permission and finally to enthusiastic approval. Once they developed some level of confidence, it was the girls themselves who began to challenge the previously tightly held norms and push for more freedom to participate. While these gains are significant, much more work needs to be done to sustain the changes.

Even in the most resistant communities, outright refusal on the part of parents and community leaders for girls to participate gave way to reserved permission and finally to enthusiastic approval.

Individuals in each country discussed with evaluators the changing perception of girls' roles and the small yet tangible changes in policies and structures. Some examples include the following:

- In Egypt, more places are open for girls to play sports.
- In Honduras, more women appear to be participating in organizations that were once dominated by men.
- In India one community leader noted that girls are able to move around villages more easily now. In the past they would have been stopped and questioned.
- In Malawi, greater attention is being placed on girls' rights to an education, with Mothers Groups working to get girls enrolled in schools.
- In Tanzania, the village chairperson advocated for equal division of chores between girls and boys in the home.
- In Yemen, more priority is being given to girls completing their homework than doing household chores.

Each of these examples demonstrates a shift toward greater acceptance of girls' rights. This shift in attitude is an important precursor to other policy or structural changes in the communities. Additional illustrative examples are described in more detail below.

In **Egypt**, increased support and advocacy for the rights of girls was achieved through the coordinating committees in the communities. The committee members attended the camps, followed up on the girls in the activity groups and discussed plans for summer clubs. This demonstrated a positive change in their belief in the importance of developing skills for girls in general and leadership skills in particular. PTLA staff reported that a significant change within rural communities is now noticeable with the increase in the area of mobility for the girls. The

movement of girls outside of the home to non-school activities was not accepted by community members previously, but this seems to be changing.

Community leaders in **Honduras** commented on a change in women's attitudes toward girls, stating that now mothers give more value to their girls' rights and encourage them to do activities other than housework. They noted that men's attitudes toward girls are changing a little, but that it is more frequent for men younger than 40 to change than for those over 40. One community leader commented that fathers have started to trust their girls more, which helps change their attitudes toward girls.

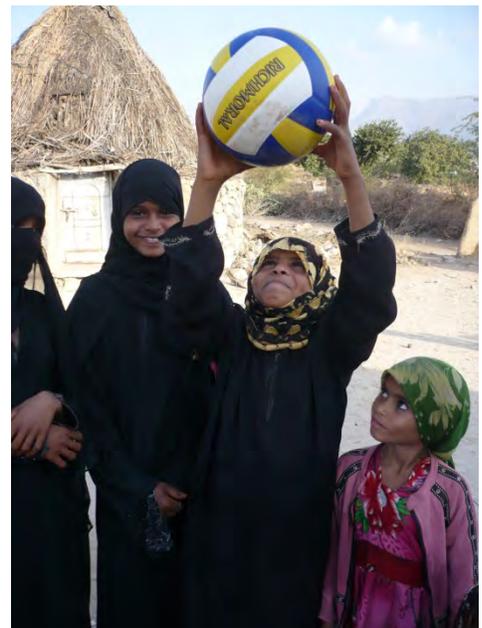
In initial meetings with community members in **India**, some parents expressed the concern that exposing village girls to public forums would make them opinionated, stubborn and extroverted. It was believed that such girls might not cooperate with their parents and it would be difficult to marry these girls. PTLA project staff discussed the issues patiently with community members, without imposing their own views. Over time it was observed that many of the community members have opened up. Now in the project areas, where the social norm was that girls don't talk in public, girls' voices are being heard through songs and community theatre. Parents have expressed their pride to project staff about the positive changes observed in their girls as they became more confident, responsible and expressive. Village headmen who served as mentors helped to convince parents to send their girls to the group meetings and in some cases were instrumental in bringing the girls to the meetings after talking to their parents. In other instances, girls reported community members encouraging them to regularly participate in the girls' collective meetings. Other headmen promised to support the girls' groups, including engaging guards to protect the kitchen gardens.

In **Malawi**, some of the mothers' groups met with resistance initially, as some community members saw their existence as counter-productive to some of their cultural beliefs. They also thought the groups were trying to prevent them from reaping the economic benefits of having their daughters marry young. In one instance, a community tried to cover up an incidence of rape in a school, since traditionally such things are not acknowledged openly. The mothers' group reported the case to the police and in response, some members of the community threatened to burn their houses. To address the resistance from other parents, mothers' groups continued to raise awareness through community meetings and one-on-one conversations about the benefits of girls' education. Some of the mothers' groups devised strategies for financing their groups such as cultivating a group garden. Accomplishments reported by the mothers' groups during monitoring visits included at least seven girls that were forced into marriage who are now back in school, at least four girls who dropped out of school because of

pregnancy were re-enrolled, construction of latrines at one school allowed girls to remain in school even when menstruating, and changed attitudes of parents towards girls.

Community perceptions of girls' competencies in **Tanzania** have changed significantly as girls have learned to confidently use public space to voice their concerns, particularly through the youth-led Mock Parliaments. In sessions with Ward Development Committees (WDCS) and the District Council, girls held the duty-bearers accountable for addressing their needs, and community leaders have started taking action on some of the issues raised. Girls advocated for pupils' councils to be established in all schools to provide a vehicle for students' voices - six out of nine schools in Bugarama ward have established pupils' councils. The girls identified a need for separate latrines, and construction the latrines has been initiated in Bugarama ward. The Lunguya Ward Development Committee's decision to allow participation of two girls to represent their fellow children at committee meetings and frequent invitations from the District Commissioner to demonstrate mock parliaments during public events indicates a growing realization of the importance and value of girls' participation. As girls continued to be involved in public spaces, their acceptance also widened within the general community. Parents, who previously did not allow their daughters to be away from home, are now comfortable with their girls' participation, even when they are away for other school related activities. There have been also been gestures of direct support to the girls' activities, as exemplified by three communities who provided food for three days for the girls' to go camping.

In rural **Yemen**, communities commonly refuse to allow girls to be involved in any extracurricular activities due to restrictive traditional attitudes. Therefore, the time spent in intensive preparation of community members and involvement of authorities at different levels was key to gaining the trust of communities in a very conservative and challenging region. Whole communities, including men, women, boys and girls, were engaged, in order to create an enabling environment for girls. The communities were supported to set up steering committees and other decision-making mechanisms which put them in control of the leadership strategies in their communities, and in so doing built the acceptance and the space necessary for girls' leadership. Each priority activity identified by the community, e.g. sports for boys, was used as an opportunity to raise awareness regarding girls' roles. Furthermore, the project organized national exchange visits, as well as one international visit by the president of



Girls in Yemen playing with a soccer ball for the first time in their lives.

the Coordinating Council for Girls' Education to Egypt to see similar activities being carried out there. All of these activities served to reduce resistance by placing ownership for the initiative in the hands of community members.

4.2.2 Impact of participation on girls' self-concept and life plans

In all six countries the focus group data from the evaluation revealed that a majority of girls who had participated in PTLA activities grew in self-confidence. In addition to their survey responses, the girls demonstrated this skill through sharing poetry with classmates and at competitions, overcoming shyness to speak in public, volunteering for tasks, standing in front of others, and feeling confident to answer teachers' questions. One girl in Malawi said, "I am able to stand in front of a class and speak confidently about the plans and activities that we plan for the club." Another girl in Tanzania said, "I am confident with what I do, the way I talk, the way I play and even the way I study . . . I just believe in my abilities that I can perform better."

CARE **India** staff shared that the program has seen remarkable changes in the girls, not all of which are measurable. Girls' participation in groups has increased enormously. They are able to shed their inhibitions and share their views on various issues at different occasions. The girls have been more vocal and are participating actively in both school and village-based activities.

The girls have been more vocal and are participating actively in both school and village-based activities. They are confident and raise their voices against discriminatory practices that they encounter either in their families or in the society at large, such as early marriage.

- India

They are confident and raise their voices against discriminatory practices that they encounter either in their families or in the society at large, such as early marriage. Though some of the girls who have never been to school are still shy, the other girls were observed to be motivating them to participate in the activities. Now most members of girls' collectives have goals and dreams about their personal lives. Most of them want to have a say in their career choice in the future.

In **Tanzania**, after participating in a study tour to the National Parliament, girls were given the opportunity to share their trip experiences with other girls in their schools and with the SMC members. Parents, guardians, and community leaders began actively listening to the girls, and other girls were motivated to participate in project activities, increasing the number of girls' groups at project schools. Girls' self-confidence was strengthened because people were able to hear and be inspired by them.

Many girls from across the six countries shared their career aspirations with the evaluation team, including one girl in Malawi who said, "I would like to be a nurse. I would like to work at

Madisi Hospital so that I could help my community and also act as a role model for young girls.” Other examples of vision girls provided included feeling optimistic about plans for the future; expressing aspirations for her own career and for her family’s future; and envisioning family, educated children, good jobs, and home.

4.2.3 Increased school attendance and academic performance

Although not an explicit objective of PTLA, in all six countries it has been noted that girls’ participation in extracurricular activities has led to increased school attendance and/or academic performance.

In **Egypt**, CARE conducted a learning outcomes study to measure academic performance based on basic abilities in Arabic, mathematics, critical thinking and problem solving. PTLA girls scored higher than the control group on all three tests, except for a single discrete ability in the Arabic language (the usage of pronouns).

In **Honduras**, teacher strikes and political instability led to prolonged school closures. Nevertheless, on a project monitoring visit, girls’ improved reading and writing skills were clearly visible as they wrote stories and fluently read books to each other.

In **India**, a tangible change in perceptions regarding the importance of girls’ education is reflected in significantly increased enrollment in many primary schools in the project implementing areas. In some villages, women collectively went to the schools to enroll their dropped out girls. School going girls have expressed their desire to complete at least their basic school level education before getting married. Girls shared examples of their collectives’ efforts to motivate the non-school attending girls and their families to enroll or to reenroll them in schools.

In **Malawi**, the project monitoring team observed that participation in the quiz clubs has had an impact on school performance and girls are now doing better in class as evidenced by their progress reports and teacher comments. One school patron reported that girls used to get an average of 40% or lower, but their performance has greatly improved to an average of 65% over the past two years because of their participation in quiz clubs and other extracurricular activities like speak out clubs, and science camps. Both boys and girls in quiz clubs are labeled as the cream of the schools as, in addition to performing well, these learners also help their friends to improve their performance. At least 30% of girls in clubs are taking up leadership positions using the skills gained through quiz clubs as compared to the past with less than 10% of girls in leadership positions. One student shared that, “I am now a class leader and the

teacher has confidence in me. I can speak good English because of the skills that I have gained through my active participation in PTLA activities like quiz, peer education and girl guides.”

In **Tanzania**, the evaluation found that increased capacity of the teachers has resulted in improved teaching, increased academic performance of the students, better school discipline, fewer dropouts, and increased attendance – especially girls. The head teachers in the active schools reported improved academic performance by girls and boys. One site visited was previously last in their district of 257 schools and is now 174th and was last in their Ward of 12

Both schools reported fewer discipline issues, fewer dropouts, better attendance and more girls attending. The Ward Education Development Coordinator said this is true of all schools in the PTLA program in his ward.

-Tanzania

schools and is now third. Another school reported now being in the top ten in the district. Both schools reported fewer discipline issues, fewer dropouts, better attendance and more girls attending. The Ward Education Development Coordinator said this is true of all schools in the PTLA program in his ward. In addition, community leaders reported to project staff that at one school in particular, the number of girls reported dropping out due to pregnancy decreased

from 72 in 2009, to 38 in 2010, and finally to only one in 2011. It is noted that girls are more apt to speak out, to refuse approaches by men and older boys, and to report incidences of being approached by men to their matrons.

In **Yemen**, PTLA collected information on girl dropouts and developed activities for them, including preparing a school re-entrance exam. The project also worked to change Al-Zubeiry co-educational school to an all-girls school, which almost immediately increased girls’ enrollment because of the resulting community acceptance. PTLA worked closely with school management to increase gender education in targeted schools, and played a main role in finding volunteer teachers in target sites. As a result of the work of PTLA, together with a companion CARE project in the targeted schools, school enrollment has increased from 1,532 students in 2008-2009 to 2,256 students in 2010-2011, with girls’ enrollment almost doubling from 593 to 1,096.

4.2.4 The role of men and boys, and women

Whereas initial reactions of men and boys varied from indifference to outright resistance, over time, all countries reported a more supportive attitude in the men and boys, even going as far as to being actively engaged as mentors and patrons, and advocates for the girls’ participation in the community.

CARE **Egypt** saw an opportunity in PTLA to learn more about how to work with boys to act as supporters rather than barriers to girls and to improve their perceptions of girls. It was noted that boys have a strong societal role and they can impact the lives of girls either positively or negatively, by being supportive of girl leaders or being obstructive to such change. It was also seen that boys started to feel jealous about being excluded from girls' only activities and they were motivated to take part when invited. There was a concern in the beginning that in mixed groups the boys would dominate and girls would not have the chance to speak out or to really participate. However working with boys and girls side by side proved to be a successful approach, provided it was accompanied with good supervision that gave direction and established clear guidelines for the working environment. Student unions proved to be a great opportunity for both girls and boys to freely express themselves and develop cooperative relationships. Joint participation in civic action activities was another opportunity for boys and girls to work together on common goals. Common activities between girls and boys helped to break down gender barriers and increased the girls' confidence in themselves and their ability to express their views.

Joint participation in civic action activities was an opportunity for boys and girls to work together on common goals. Common activities helped to break down gender barriers and increased the girls' confidence in themselves and their ability to express their views.

-Egypt

In **Tanzania**, boys became jealous when excluded from activities and acted that out through increased teasing and harassment of the girls. The project supported the formation of Boy Scout groups as a way to productively engage boys while protecting the girls' only spaces.

CARE **Yemen** also identified that addressing the education and leadership issues facing boys as well as girls has been valuable in gaining community support and in addressing challenges which are often shared by girls and boys alike. The concept of gender, inclusive of boys and girls, was introduced by the project team with the support of CARE Yemen's Gender Expert and awareness sessions and workshops were conducted with parent councils to introduce the basic principles of 'gender'.

Changed dynamics between boys and girls were reported in all countries in the evaluation report. Boys reported assuming that girls were not capable of doing certain things, only because they had never seen girls do them. Engaging in joint activities enabled the boys to experience firsthand the capabilities of their female peers and change their perceptions as a result. As reported in the evaluation, some girls in Tanzania and Malawi commented on increased opportunities to interact with boys. Girls said that they felt free to talk with boys, whereas before they were not allowed even to sit next to them. In Yemen, attitudes appeared to be changing as well. After PTLA began, girls said that boys began treating them with more respect.

One girl stated, “My brothers do not shout at me, they treat me gently, and do not beat me.” A community leader in India also noted that boys and girls seemed more comfortable with each other.

It is noted, however, that these successes are beginning steps and much more work needs to be done to involve boys, particularly. Data from focus groups revealed the discrepancies that exist between attitudes or beliefs and behavior. Although boys express favorable attitudes related to girls’ rights, their actions do not always align with their words. In Malawi, girls observed that boys who participated in the *gule wamkulu* (rite of passage) ritual became rude because they felt superior to girls in their male-only role. Girls in Malawi and Yemen also noted that boys were jealous of their participation in PTLA. Some boys in Malawi threatened to beat girls for participating, but this changed once boys were allowed to join the activities. Girls in Honduras said boys did not support them in playing football. One girl said, “They say we’re not for playing football because we’re girls and we make so many mistakes because we are weak.” One community leader in Honduras noted, “In school, [boys and girls] work together. But out of school they are not very different. [Boys] play jokes and aren’t always respectful.” Some change is evident in boys’ behavior, but more needs to be done.

Role of Women

Prevailing attitudes, norms, and practices that restrict girls’ and women’s participation and roles in society are deeply entrenched among not only men, but women and girls as well, therefore significant work was required up front with all groups before even starting some of the activities targeting girls. The project team in Malawi noted that it is necessary to recognize and plan for the reality that women will not always be champions for the empowerment of girls at community level.

That being said, the evaluation team found that in all PTLA countries, women have positive attitudes toward girls. In many cases this surfaced in regards to girls’ rights to an education. While women used to believe that girls were best suited for housework and other chores, there is evidence that this attitude is changing. In Yemen, mothers now encourage their daughters’ education, whereas before they did not think their daughters should attend school with boys. Similarly in Egypt, mothers began encouraging daughters to participate in PTLA activities once they saw the value of the program. In Malawi the Mothers Groups have been active in re-enrolling girls who have dropped out of school due to pregnancy or early marriage. Despite being in their early development, Mothers Groups are viewed as being effective in bringing about attitudinal change in the community by working with the chiefs, parents, and teachers.

Another emerging theme across countries was the recognition that the empowerment of girls is empowering for girls' mothers as well. In Yemen, some mothers of girls in the PTLA program began attending literacy classes. In Honduras, a community leader explained that girls often share lessons with their mothers after CARE trainings; and another community leader observed that greater communication related to girls' development has created greater trust. Women's pride in their educated daughters was mentioned in Yemen, Honduras, and Malawi. One girl in Honduras said it well: "[Women] always support us in each project that we decide to do. It does not matter whatever we do, women at the community are very proud of girls."

4.2.5 Strengthening of civil society

A secondary result of the provision of leadership skills development opportunities for girls has been the strengthening of civil society participation in some of the project locations.

Studies in **Malawi** revealed that poor professionalism among teachers, particularly sexual abuse of female students, is a significant deterrent to girls' participation in education. Weak accountability structures fostered an atmosphere of impunity. Training sessions were held with teachers and SMC and PTA members from 45 schools to familiarize them with the national

"Teachers were taking advantage of their (SMCs/PTAs) ignorance of the existing policies and regulations hence continued breaking them, but from now on we will be checking them."

-SMC member in Malawi

Teacher Code of Conduct. The involvement of SMC and PTA members was critical as they have the responsibility of monitoring adherence and resolving conflicts in cases where the code is violated. In the year following the training, 75% of the schools monitored indicated a significant reduction in reports of sexual abuse of girls by male teachers. Mr Damiyano Kasika, the chair person of one SMC reported, "Teachers were taking advantage of their (SMCs/PTAs) ignorance of the existing policies and regulations hence continued breaking them, but from now on we will be checking them."

A key lesson learned early in the project in **Yemen** was the need to develop local civil society capacities. The project baseline study revealed that limited exposure and geographic isolation had prevented the participating communities from establishing any organizations other than religious ones. Neither the government, nor national and international organizations, had facilitated the formation of any organizations at the regional or community level. No parents' councils or any other community association existed. As such, community members did not have the necessary institutions to organize around a common cause, and were unable to collectively make legitimate demands. This seriously hindered their ability to engage in social, economic, or political development, not least of all to push for improved children's education. PTLA helped to establish Fathers' and Mothers' councils, one of whose main roles is to

encourage community members to send their children to school. In addition, PTLA supported the establishment of three partner NGOs in the targeted locations to sustain the initiative after the project ended. PTLA provided orientation for NGO members, and helped them draft mission statements, register with the Hajjah local council, and draft five year work plans.

SECTION 5: CHALLENGES

As is inevitable, challenges confronted project implementation staff in each of the countries. Some were universal across sites, and some were context specific. One common issue was the lack of infrastructure in place in the communities. This included limited availability of buildings or other spaces where groups of girls could convene. Another issue was the conservative gender norms within family and village cultures, which led to resistance of girls being involved in extracurricular activities, particularly when the activities promoted girls' leadership development. A third challenge noted across many countries was the lack of specialized teachers available for the program. Due to high mobility of teachers in some countries, it was difficult to maintain consistency. Much time was devoted to recruitment and training because of constant turnover.

Country specific challenges were identified by the project implementers:

Egypt

- By law, male teachers are not allowed to deal with female students in physical education. There is need to advocate on the governorate level to provide schools with female PE teachers or at least accept female mentors to help male teachers as long as they are qualified.
- During the camps, there was a shortage of available supervisors because most of those working with the ministry were employed on part-time basis. Therefore the need to coordinate and work with education departments (Idaras) to provide schools with permanent teachers for the activities is essential to ensure continuity of implementation of activities.
- Addressing the attitudes of those who are in charge of educational processes requires time and effort. It is a whole system that is difficult to penetrate and change will be gradual.
- Most of civil society associations within the villages have weak abilities. There is a need to build their capacities so that they can be real actors within their societies.

India

- Consistent participation was difficult due to families' needs for girls to be engaged in agriculture during the harvesting season, and because of seasonal flooding.

- For PTLA to be inclusive, it needed to challenge the caste system, which classifies groups of people into different social levels. To that end, regardless of caste status, girls were invited to participate as equals.
- Getting buy-in from communities and participation of girls in predominantly Muslim villages required exceptional efforts on the part of the volunteers.

Malawi

- During mid-project monitoring, it was observed that many of the clubs (HIV/AIDS) were not functioning as expected; due to a teacher shortage in the project impact area, teachers were stretched to cover teaching duties and had little time for extracurricular activities.
- Culturally sensitive issues such as leadership, GBV and girls empowerment require the involvement of the custodians of culture in planning and implementing similar interventions.
- There is need to recognize and plan for the situation that women will not always champion the empowerment of girls at the community level
- The level of engagement and relationships required for girls to transform into leaders needs time and commitment.
- The national fuel shortage and frequent power outages greatly hindered monitoring.

Tanzania

- Limited exposure among rural girls resulting in a limited view of the world, as well as restricted roles within their families and communities initially affected girls' participation. PTLA addressed this by facilitating learning visits, exposing them to role models and encouraging them to voice their ideas.
- Limited time for academic and social club activities at schools was a challenge which was addressed through weekend camps which started on Friday evening and ended Sunday evening. Two to three schools participated in these weekly camps on a rotating basis.
- Lack of teacher support initially to implement and supervise club activities. PTLA staff enlisted the support of school head teachers and teachers responsible for girls clubs who agreed to respect and comply with the school timetable for club activities.

Yemen

- Limited capacity of local actors, such as government and education authorities. This was addressed by close engagement with such bodies and the identification of opportunities for capacity building and collaboration. The support and participation of some communities is challenging due to social, cultural and economic factors, and demands ongoing community liaising, negotiation and problem solving.

- Proximity of target sites to conflict in Northern Yemen, which presents a threat to boys and young men, requiring close monitoring and the consideration of boys in planning where possible.
- Life Skills needs to be added to the curricula for female support teachers, including group dynamics, team building, ethics and values, and conflict resolution. This need was adopted into the project design and should be included in future programming.
- More sharing of lessons learned can be useful to regional PTLA partners as common challenges may be faced and solutions shared. Closer coordination with PTLA in Egypt is needed, particularly in testing M&E tools, and will be pursued by CARE Yemen.
- Participation of women in community workshops can be challenging due to perceptions and cultural norms within some communities. Ongoing and sensitive engagement of communities is necessary to address this issue.
- It was intended that the project would cooperate with government aimed at directing them towards more youth development work and to help align their work with youth policies on a national level. However, much of this work was curtailed due to Yemen's ongoing political and security crisis.

The evaluation consultants also observed that monitoring and evaluation of girls' leadership development in order to be able to document change over time is also a challenge that requires and deserves additional attention. In terms of data collection and analysis, instruments for measuring girls' leadership in international contexts require much more attention and careful development. In particular, the validity of the GLI and GEI have not yet been determined. Further research should be conducted on these tools to understand if the items measure the intended constructs. Some triangulation was conducted in this evaluation through focus group and interview data, but no definitive conclusions can be made. This merits careful attention and further resources to be devoted to the careful development of quantitative as well as qualitative instruments.



SECTION 6: RESEARCH FINDINGS, PROMISING PRACTICES, AND RECOMMENDATIONS

“Overall, the evaluation team in each of the six countries found strong potential for PTLA to impact girls’ leadership development and influence shifts in community attitudes.”

6.1 Key Research Findings (from the External Evaluation)

General leadership development was assessed through a scale on the GLI, which was administered in five out of six countries in its original form. Yemen administered an adapted version of the instrument. Except for Malawi, all countries showed a statistically significant difference between the active participant group and the comparison group, with the active group scoring higher. To complement the quantitative data, the focus groups revealed that a majority of the girls felt they were either developing as leaders or already successful as leaders. Boys perceived their leadership development similarly.

Girls in all six countries identified diverse relationships developed through PTLA. These included teachers, coaches, mentors, peer leaders, family members, community leaders, and peers. Most frequently, girls cited relationships with peers, family members, and community mentors as the most influential on their leadership development. Relationships between boys and girls were also reported to improve, though this is still an area for growth. Individuals from every country identified encouragement as the biggest support factor for girls’ leadership development. This was most often related to parents’ or community mentors’ encouragement for participating in school or CARE activities.

Key relationships with peers and community mentors in particular were a result of involvement in social networks. These occurred through various clubs and groups in which girls and boys were involved. Efforts across countries were made to get boys and girls to interact positively within these social networks, but this has been met with varying success.

The recognition of girls’ rights within a community is an important factor in creating an enabling environment. Results from the Gender Equity Index (GEI) show statistically significant higher recognition of equality of rights for active girls in five countries and active boys in four countries, over the girls and boys in comparison groups. In terms of the gendered social norms scale, active girls and boys showed statistically significant higher recognition than the comparison groups in four out of five countries. Yemen did not collect data on the GEI and thus was not included in these analyses.

Data from focus groups revealed that discrepancies exist between boys' attitudes toward equal rights and their behavior. While a majority of the boys in focus groups agreed that girls have the same right as boys to express opinions and the right to be educated, girls reported conflicting behaviors and statements from boys that did not support equal rights for girls. Data from all PTLA countries revealed women's consistently positive attitudes toward girls, and their support for and encouragement of their daughters to attend school. Perceptions of men's attitudes toward girls varied more. While there seemed to be some positive changes in men's beliefs, some comments indicated a persistence of negative behavior toward girls. Overall, it appears that community attitudes toward girls have changed. Even though attitudes may have already been changing prior to PTLA, programming in these communities has supported this shift in thinking and action



Making a point of order during a mock parliament debate in Tanzania.

Every PTLA country demonstrated work with partner organizations, but each approached it in a different way. In Yemen and Tanzania, partnership opportunities were limited by the absence of groups (Mothers/Fathers Councils in Yemen and informal community groups in Tanzania) within the project communities. In other countries like Honduras, multiple NGOs were available to utilize as partner agencies. Partner organizations appeared to provide a variety of different supports; but recruitment, training, material provisions, and oversight were the most frequently cited forms of involvement. Limited funding was a recurring theme that prevented NGOs from continuing their partnership and involvement.

Most structural changes were related to community social norms. Individuals in each country discussed the changing perception of girls' roles. There was an attitudinal shift toward greater acceptance of girls' rights, but few new policies were noted in support of girls except in Honduras. Yemen and Malawi also are exceptions; there Mothers and Fathers Councils and Mothers Groups are mandated by law to operate. While these groups requested and need more oversight and training, their potential as a support structure is great.

As assessed through the GLI, all countries attained or were close to attaining the 70% target of girls possessing skills and competencies. All countries also met or were close to meeting the 50% target on one of the confidence items. Girls in all countries except Honduras also met the 70% target of taking leadership action. Yemen is a unique case in that girls were tracked from baseline to the end of the project. Although the instrument used different GLI items than other

countries, Yemen also met the target of 50% of girls having improved self-confidence. The 70% targets for skills and competencies and leadership action in homes, schools, or communities were not met; but it is notable that over 50% improved in these areas as well.

Girls expressed strong growth in the five identified leadership competencies, particularly in contrast with girls in comparison groups.

The three components of CARE's Gender Empowerment Framework (Agency, Relations, Structures) are a powerful model for girls' empowerment. Related to agency or individual change, girls' acquisition of leadership knowledge and skills appears to have been the area of strongest impact across PTLA countries. Girls expressed strong growth in the five identified leadership

competencies, particularly in contrast with girls in comparison groups. In regards to the relation change component, supportive relationships were also developed and nurtured through PTLA programming. It appeared that the strongest relationships were formed with peers and community mentors through program activities. Uncertain whether those relationships will continue beyond the program, there is a need to foster additional relationships to sustain the impact past one's involvement in PTLA. Related to the structure change component, the enabling environment was the least developed area in the program. Community attitudes are changing, but slowly; therefore, this is an important area in which to focus ongoing efforts. If girls do not have the space in which to practice their leadership skills, their empowerment is hindered.

Overall, the evaluation team in each of the six countries found strong potential for PTLA to impact girls' leadership development and influence shifts in community attitudes. However, just as change was starting to occur in each community, program funding came to an end. Desire to continue this work is high among support personnel, youth, families, and community leaders. In order to effect genuine, long-lasting change, the findings identified in this report should be drawn upon to build the next phase of the program.

6.2 Promising Practices

The external project evaluation identified several promising practices that arose as common threads across PTLA sites in various countries. These are deemed to be important components of girls' leadership programming because of their observed impact on girls and on the rest of the community.

Choice enhances participation and leadership development: Each country highlighted unique program activities that appeared to promote the development of girls' sense of agency. Sports activities, theater and art groups, debate clubs, scouting, and civic action opportunities were

among the most popular types of activities found across countries. However, as identified by the evaluation teams in Yemen and Egypt, girls and boys responded best when they were given choice in the types of activities in which they could be involved. While this practice increases the complexity of program planning, it appears to have the widest and deepest impact on girls' leadership development.

Development of Supportive Relationships: The development of supportive relationships is critical to girls' leadership development. Staff in many countries noted the importance of parent participation, as well as the use of community mentors. Peer and community mentor relationships were among the most developed through the program and were referenced most often by girls interviewed for the final evaluation. One promising practice in several countries was the use of existing community groups to promote and support PTLA goals. For example, involvement from Mothers Groups in Malawi and Mothers and Fathers Councils in Yemen advanced the work around girls' leadership development. Additionally, in Tanzania the project was implemented primarily through informal school and community groups rather than through local CBOs or NGOs. While this took more effort at the beginning stages, it increased the capacity of teachers and community members and created a more sustainable environment. It was also noted by CARE staff in Tanzania and Egypt that participation increased when girls saw other girls demonstrating their skills and talents publicly. The activities started with a few who were interested and then participation increased exponentially through public exposure. In Yemen, when influential local figures allowed their daughters to participate, other families followed their lead.

Structural change: The establishment of an enabling environment is critical to the success of a girls' leadership program. While new policies or laws supporting girls' rights tend to develop slowly, favorable community attitudes are the first step in creating an environment conducive to these changes. Communities with more positive attitudes toward girls tended to prioritize program activities, which naturally opened up opportunities in which girls were able to practice their leadership skills and build confidence. One promising practice was the intentional preparation of communities in each location through discussions, awareness raising activities, and trainings on human rights. Change in this area focused on family and village units. In Egypt, the activation of an already existing mechanism within the governmental educational system to develop girls' leadership skills, i.e. student unions, was more efficient and sustainable than creating parallel systems.

Focus on leadership competencies: The focus on the five leadership competencies – voice/assertion, confidence, decision-making/action, organization, and vision - also has promise. This is vividly illustrated through the case of Yemen. The authors of Yemen's baseline study were skeptical of

the project's chances of success and challenged these four assumptions or "environmental pre-conditions" of PTLA: (1) Extracurricular activities, social networks, and civic action are present in the community in order to form the basis on which CARE may build girls' leadership; (2) Girls' leadership, as a concept, is a non-threatening concept that is understood and supported by the community; (3) Promoting girls' leadership does not put girls themselves at risk; and (4) CARE has the ability and resources to provide promised safe spaces for girls to "practice leadership skills". The serious misgivings of those who conducted the baseline study were understandable as they had observed family members beat several girls as punishment for being away from home and from their chores for too long a time. However, through PTLA, CARE Yemen addressed each of these concerns—creating safe spaces for girls to practice leadership skills; creating activities and opportunities to develop social networks where they had not existed; including all family members in the activities; and presenting girls' "leadership competencies" in non-threatening ways so that not only were girls no longer put at risk, but over 50% of the 104 girls interviewed claimed that they had developed leadership knowledge and skills, had increased in self-confidence, and had opportunities to take leadership actions. This is truly remarkable, and deserves to be given every consideration for being developed on a much larger scale.

In addition to these promising practices identified by the external evaluators, CARE also sees promise in the *involvement of men and boys*. Engaging men in opportunities to learn about their responsibilities in ensuring girls' rights as fathers, older brothers, SMC members and local leaders won champions for the project in each setting. These men not only encouraged girls to participate, but advocated to other parents on behalf of their daughters. The involvement of boys in project activities decreased jealousy and harassment of girls, enhanced boys' respect for girls' abilities, and fostered cooperation between the two groups where previously there had been none.



6.3 Recommendations

6.3.1 Evaluation Recommendations

Each community's experience in PTLA led to many valuable lessons which can benefit future programming. Each lesson learned aligns with an area of recommendation. These emerged around three different categories: scale-up and replication; sustainability; and social messaging. Each is addressed below to provide a fuller picture of suggested next steps.

Scale-up and replication

Infrastructure development is a critical aspect of successful girls' leadership programming. Availability of facilities, resources, and materials contributes to the ability of staff to execute activities and achieve positive results. Even though these require substantial financial resources, the program can operate most efficiently when infrastructure has been developed from the beginning. It is suggested that PTLA should either be implemented in communities where there is an existing infrastructure, or in places where CARE can contribute to infrastructure development. In some cases, CARE partnered with organizations to meet this need (e.g., Dubai Cares in Yemen), but this offers considerable challenges as well.

In many sites program coordination was challenged by limited cohesion among the various people involved. This occurred as a result of high staff turnover, low funding, and the ambiguity of a new program. In the case of scale-up or replication, the creation of user-friendly guides for use across communities is essential for building consistency. A small team of personnel familiar with PTLA should be commissioned to compile these manuals. The challenge in such a large, multi-country initiative is to develop a framework that is broad enough to encompass multiple contexts, but specific enough to provide guidance on program operation. It may also be beneficial to have country-specific teams contribute to the contextualization of the framework and guides. This proved valuable in Yemen, where teams adapted interventions and assessment instruments based on the cultural environment of the communities in which implementation occurred.

There appears to be great desire for expansion of participation opportunities beyond the currently defined population. Many youth and support personnel expressed interest in the program expanding to include 15- to 18-year-olds. In addition, suggestions were made to create linkages with non-formal education programs to encourage participation of the most marginalized youth. It is recommended that these areas be considered in potential scale-up plans in order to widen the scope of impact.

Sustainability

Program sustainability relies on solid partnerships with various community entities. Since each community differs in structure, every site demonstrates a slightly different model for building partnership opportunities. It is recommended that existing community structures be considered when selecting implementation sites. The range of considerations should include the Ministry of Education, community development agencies, local and international NGOs, schools and universities, government agencies, and local community groups. In particular, community leaders are an important consideration. For example, in Malawi, where there are strong traditional beliefs and customs, it is necessary to involve the village chiefs in program decisions in order to effect change to the greatest extent.

Consistent and thorough training processes promote long-term sustainability through capacity-building. While these efforts require many resources in the initiation phase, they are critical to the success of a program. It is recommended that training manuals and protocols be developed for existing and new staff. Given high rates of turnover, program efficiency will be improved with a clear training system in place. In addition, potential for sustainability is increased when program staff have the knowledge and skills to implement the program effectively. Considerable attention should be focused on this area for greatest impact.

Social messaging

Community attitudes are embedded in the socio-cultural and political milieus of society. Changing these perceptions requires extensive work that cannot be completed over the course of a few short years. Behavior change may take even longer. In particular, boys and men are critical to effecting institutional change. While some boys claimed to have favorable attitudes towards girls' rights, as indicated through focus groups and the GEI, girls continued to give examples of mistreatment. Progress has been made, but more effort should be targeted at social messaging for boys and men. Boys ought to remain a key focus of the PTLA work in order to continue efforts directed at shifting attitudes. In particular, it may be beneficial to target young boys who are more likely to be open to progressive thinking and who will influence the future of their communities.

Parental hesitation over allowing girls to participate in programs was identified earlier as a key barrier. Many parents did not think it was culturally appropriate for girls to be involved, or they did not think it was safe for them to participate. In each country it became important to develop trust with parents and enlist their support in program activities. In some cases, mothers began attending with their children. It is recommended that attention be given to strategies for convincing parents about the program's value for their girls. Mass media is a potential option for spreading this message, and it could also act as a leadership opportunity for girls to build awareness and interest.

6.3.2 CARE's Recommendations

In addition to supporting the above recommendations from the evaluation, CARE recognizes the need to build on the opportunities for learning that PTLA has provided regarding girls' leadership development. Findings from the external evaluators have shown that CARE's girls' leadership model is sound, and underscore the importance of the focus on the combination of addressing simultaneously the three areas of a quality education, leadership development opportunities, and a supportive environment.

Continued opportunities to work in partnership with others to broaden this learning should be sought, particularly in the areas of:

- Sustaining girls' leadership skills - including investigating means to follow the PTLA girls over time, consolidating gains made and tracking impact on girls' life choices over time.
- Exploring the synergy of supporting gender transformative opportunities for men and boys in conjunction with leadership development opportunities for girls.
- Incorporating the girls' leadership framework into CARE's work cross-sectorally to holistically address the structures and relations that impact girls.
- Learning more about the dynamics of the relationship between girls' empowerment and women's empowerment, both positive and negative.



Annex A: Participation in Extracurricular Activities by Activity

Country	Extracurricular Activities	Total Participants	Civic Action	Total Participants
Egypt	Skill building camps	909 girls, 225 boys	Construction of girls' playground	653 girls, 207 boys
	Summer Clubs	718 girls, 200 boys	Awareness campaigns on girls' education, environmental issues, harmful customs such as FGM, etc.	
	Activity Groups (Theater/Music/IT/Sports/School Press)	1272 girls, 517 boys		
	Girls' Core groups	762 girls, 225 boys	Public health seminar	
	Girls' Groups for Social Networking	293 girls	School rehabilitation	
	Friends-of-the-library	38 girls, 11 boys	Village street labeling	
	Social Education Groups	500 students	Advocating against teacher absenteeism	
	Student Unions		Tree planting, Street light repair	
			Anti-Violence Competition	99 girls, 21 boys
Honduras	Vocational training (Cosmetology, sewing & embroidery, baking)	230 girls	Mural painting for a pre-school	54 girls
	School Governments	359 girls, 331 boys	Open Children and Youth Forum	523 children
	Music Groups	160 girls	Community Theatre on domestic violence, sexual abuse, mistreatment of children, gangs, drug action, environment & teen pregnancy	55 girls
	Dance Groups	40 girls, 40 boys		
	School discussion networks	900		
	Sports (soccer)	690 girls		
	Art (painting/drawing/modeling)	54 girls	Restoration Campaigns of water sources and green areas	40 children
	Drama	55 girls	Municipal youth boards	
	Evening Talent Nights	21 girls, 8 boys		
	Children's Communication Network	18 girls, 12 boys		
India	Morning assemblies	141 schools	Awareness Rallies on girls' education and gender based discrimination	3060 girls
	Sports activities	245 schools	Tree planting drives	4997 girls, 2464 boys
	Girl-led committees	445 committees	Health and sanitation drives	
	Girls' Collectives	10478 girls	Community Folk Media Shows	66000 spectators
	Kitchen gardens	1347 girls, 468 boys		
	Drawing	10 events		
	Debates	3 schools		
	Boys' Clubs	60 Schools		

Malawi	Reading circles	127 schools	Participatory Education Theatre	26 girls,26 boys
	Speak-out clubs	513 girls, 513 boys	Anti-HIV/AIDS clubs	3389 students
	Science camps	430 girls	Forums to address girls' concerns	340 girls
	Quiz clubs	2654 girls, 2761 boys)	Participation in developing School Improvement Plans	220 girls/220 boys
	Sports	15028 girls, 15203 boys)	Information Education & Communication Campaigns	2617 girls/2514 boys
	Girl Guides	5989 girls		
	Mentor camps	510 girls		
	Zonal Open Day Showcases	5827 girls		
	Role Model Visits	8260 girls, 8295 boys		
	Mothers Groups	8639 women		
	Assertiveness training	630 girls		
Tanzania	Pupils' councils/Mock Parliament	76 students/ 6 schools	Participation in Global Week of Action for Education	3000 students
	Learning visits	60 girls	Environmental clean-up	119 students
	Leadership clubs	3966 girls	African Child Day Commemoration	128 girls
	Girls' Camps	283 girls		
	Girl Scouts	1991 girls		
	Boys' groups	357 boys		
	Mentors	50		
Yemen	Student councils	57 girls, 51 boys	School festival	
	Village youth clubs	372 girls	Community awareness campaigns on environmental cleanliness, literacy, early marriage, girls' education	1312 girls, 1736 boys
	Sports for girls	96 girls	School Rehabilitation for girls	121 girls
	School and community radio	33 girls/18 boys		
	Theatre	12 girls, 19 boys		
	Youth magazine	5 youth clubs		
	Library youth groups	849 girls		
	Summer Camps	62 girls		
Leadership skills workshops	734 girls, 326 boys			

Annex B: Capacity Building/Training Provided

Country	Trainings	Participants
Egypt	Power to Lead Teachers Training	75 (53 male/22 female)
	Extracurricular Activities Training	27 administrators/ 3 CDAs
	CDA Good Governance Training	25 participants
	Student Union Training	36 social workers and school administrators
	Child Protection Training	CARE staff and local partners
	Social Workers Roles and Responsibilities Trainings	19 social workers/ 8 supervisors
	Egyptian Child Law Training	19 social workers/ 8 supervisors
	Intel Technology Fund Training	31 teachers
	Activity Supervisor Training	Administrators, teachers and 2 CDA representatives from 10 schools
	Gender Equity Training	33 activities' teachers, psychologists, and social workers
Honduras	Rights, discussion rules, organization and management training	114 community leaders
	Mentor Training	55 mentors
	Gender Equity Training	62 young drivers of community
	Girls' Leadership	120 community members
	AFLATOUN social and financial education program training	21 teachers
	School Government and Organization training	90 participants
	Basic Computer Skills Training	19 teachers reaching 570 children
	Income Generation and Resource Management	14 organizations
India	Community Volunteers Training	231 volunteers
	Mentor Training	55 (32 male/23 female)
	Orientation of Block Level Government Officials	25 officials
	Community Seminars	10179 (5350 men/4829 women)
	Training of Trainers	6 leadership coordinators, 3 project coordinators
	Documentation Training	6 leadership coordinators

Annex B: Capacity Building/Training Provided (cont.)

Country	Training	Participants
Malawi	Club Patron Training (human and child rights, leadership, facilitating debate session, club management)	25 teachers
	Sports Training	24 teachers
	Theater for Development Training	38 (28 male/10 female)
	Teacher Code of Conduct	583 teachers/ 826 school management committee members
	Child Rights Forums	2,611 parents, pupils, teachers, leaders, PTA, SMC members
	Girl Guide Mentors	152 mentors
	Mentor Training	76 mentors
	Speak Out trainings	83 teachers
	Science Teacher Training	43 teachers
FAWEMA training	340 girls	
Tanzania	Community Leader Sensitization Training	75 Community Leaders, 17 head teachers
	Girl Scout Patrol Leadership Training	96 patrol leaders
	Achieve Group Leaders Roles and Responsibilities	153 girls
	Leadership Skills Training	34 (2 male/32 female)
	Mentor Training	50 mentors
	Facilitation Training	50 village women, 17 female teachers
Yemen	Student Council Election Trainings	60 teachers
	Student Council Management	160 teachers (79 girls)
	Youth Voice Training	656 (300 male/356 female)
	Adult Literacy Classes Training	12 teachers
	Teacher Assistant Training	38 teacher assistants
	Youth Leadership Skills Workshop	87 teachers
	Youth Club Management Workshop	54 girls and volunteer teachers
	Youth Worker Capacity Building Workshop	19 teachers, school management staff and social workers

Annex C: Girls' Leadership Index (GLI)/ Gender Equity Index (GEI)

Girls' Leadership Index

Included are the 24 items with the highest loadings on the leadership dimension from the baseline study.

No. (coding)	Survey Question
1 (vamo_1)	I realize that things I say and do sometimes encourages others to work together.
2 (vamo_2)	When a task to accomplish is clear, I like being part of a group to get it done.
3 (vamo_3)	I recognize that what motivates some people is different from what motivates others.
4 (vamo_4)	I enjoy gathering people together to make things happen.
5 (vamo_5)	I am comfortable when people look to me for advice and guidance about things.
6 (v_1)	While my experiences and ideas may be different from others, I know that I can bring useful ideas to a discussion.
7 (v_2)	I do not hesitate to let others know my opinions.
8 (v_3)	I am not shy to ask questions about things that I do not understand.
9 (v_5)	I am comfortable putting my thoughts into words.
10 (v_6)	In a group setting, I expect the opportunity to share my thoughts.
11 (dm_1)	There are times when decisions I make can influence others.
12 (dm_2)	I recognize that I have control over my own actions.
13 (dm_3)	I try to consider things from different perspectives before making a decision.
14 (dm_4)	I try to anticipate the consequences of possible actions, and make decisions based on those consequences.
15 (dm_5)	I see that things I choose to do today can impact my life in the future.
16 (c_1)	When I have made up my mind about something, I take actions that demonstrate commitment to that point of view.
17 (c_2)	If someone does not understand an explanation that I am giving, I don't give up but try to find a different way of saying what is on my mind.
18 (c_3)	I am aware of my strengths and weaknesses, and feel comfortable working within my abilities and limitations.
19 (c_4)	In school, I am willing to be called on by my teacher to answer questions.
20 (c_5)	I do not hesitate to speak or respond to adults in appropriate situations.
21 (c_6)	If someone treats me unfairly, I take action against it.
22 (o_2)	There are times that I realize that it will take a lot of work to make my ideas a reality, but I am willing to consider how to see them through.
23 (o_3)	I recognize that planning ahead can often help things go as I want them to go.
24 (o_5)	I can help organize others to help accomplish a task.

Gender Equity Index (GEI)

Included are the 29 items with the highest loadings on the following dimensions from the baseline study: Equality of Rights, Gendered Social Norms, and Attitudes about Gendered Responsibility.

Equality of Rights

- 1 (cgdr_3) The presence of a father is very important in the life of the child, even if the parents are divorced.
- 2 (e_3) Girls have the same right as boys to be educated.
- 3 (wl_1) Women have the same right as men to work outside the house.
- 4 (wl_2) A woman could be a President or Prime Minister and be as good as a man.
- 5 (wl_3) Women should have equal access to leadership positions at the village, district, and state government level.
- 6 (wl_4) Women can be engineers or scientists like men.
- 7 (wl_5) A woman has the same right as a man to work outside the village.
- 8 (wl_6) Girls have the same rights as boys to express their opinions.
- 9 (lsn_1) Boys should ask their parents for permission to go outside just like girls.
- 10 (lsn_2) There should be places where girls can practice social, cultural, and sports activities, just like there are places for boys.
- 11 (lsn_4) Girls have the right to select their female friends just as boys select their male friends.
- 12 (ehsb_1) It is necessary for a boy to have a male friend to talk with about his problems.
- 13 (v_1) If I see a man beating his wife, I should try to stop him.
- 14 (v_2) I respect and appreciate the man who walks away from a fight.
- 15 (v_8) If I see a boy teasing a girl, I should stop him.

Gendered Social Norms

- 16 (lsn_3) Boys are better than girls in sports.
- 17 (ehsb_3) To be a man, you need to be tough. If a boy tells his friends he is afraid, he will look weak.
- 18 (v_4) If someone insults me, I have to defend my reputation by fighting.
- 19 (v_5) A woman should bear her husband's violence in order to keep her family together.
- 20 (v_6) I think it is acceptable that a husband beats his wife if she disobeyed him.
- 21 (v_7) Violence is a natural reaction for men – it is something they cannot control.
- 22 (v_9) If a woman insulted her husband, he has all the right to beat her.
- 23 (e_1) Boys have more opportunities than girls to go to university.
- 24 (e_2) When the family cannot afford to educate all children, only boys should go to school.
- 25 (e_4) A man should be better educated than his wife.
- 26 (e_5) Boys are more intelligent than girls.

Attitudes about Gendered Responsibility

- 27 (cgdr_2) Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.
- 28 (cgdr_6) A girl should obey her brother even if he is younger than she is.
- 29 (cgdr_7) It is the father's responsibility to provide money for the family.

Girls Leadership Development: Experiences from the field

Workshop report

July 16th - 19th

London, UK

Power to Lead Alliance (PTLA)

CA No. EDH-A-00-08-000014-00

Empowering Girls to Learn and Lead Program

and

Innovation through Sport:

Promoting Leaders, Empowering Youth (ITSPLY)

Associate Cooperative Agreement No: DFD-A-00-04-00144-00

(Reference Leader Cooperative Agreement No: GPH-A-00-03-00001-00)



Acronyms

ARSHI	Adolescent Reproductive and Sexual Health Initiative (CARE Bangladesh)
ASRH	Adolescent Sexual and Reproductive Health
BCN	Better Care Network
BGE	Basic & Girls' Education Unit
BKSP	Bangladesh Institute of Sport
CARE	Cooperative for Assistance and Relief Everywhere
CBO	Community Based Organization
CDA	Community Development Agencies
CO	Country Office
CSO	Civil Society Organizations
GWA	Global Week of Action
ITSPLEY	Innovation through Sport: Promoting Leaders, Empowering Youth
LEADER	Learning and Advocacy for Education Rights (CARE Tanzania)
MOE	Ministry Of Education
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
OVC	Orphaned and Vulnerable Children
PCTFI	Patsy Collins Trust Fund Initiative
PE	Physical Education
PLA	Participatory Learning and Action
PTLA	Power to Lead Alliance
PW	Power Within
SRH	Sexual and Reproductive Health
SO	Strategic Objective
SSCI	Sport for Social Change Initiative
SSCN	Sports for Social Change Network
STI	Sexually Transmitted Infections
TOT	Training of Trainers
TA	Technical Assistance
USAID	United States Agency for International Development
WAGE	Women and Girls Empowerment

Background

About CARE's programs

Over the past few years, CARE USA's Gender and Empowerment Unit has been coordinating the implementation of two USAID-funded projects focused on girls' leadership development – the Power To Lead Alliance (PTLA) and Innovation Through Sport: Promoting Leaders, Empowering Youth (ITSPLEY). PTLA and ITSPLEY have been implemented since October 2008 and January 2009 respectively.

The *Power to Lead Alliance (PTLA)* is a three-year public-private partnership which brings a broad base of collaboration between CARE, USAID, civil society organizations (CSOs) and private sector partners to promote girl leaders in vulnerable communities in Egypt, Tanzania, Honduras, India, Yemen and Malawi. The three project objectives are to: 1) cultivate opportunities for girls to practice their leadership skills; 2) create partnerships to promote girls' leadership; and 3) enhance knowledge to implement and promote girls' leadership programs. Extracurricular activities, social networks and civic action form the basis of these programs. Through the project, PTLA is making an important contribution to the global education community by enhancing CARE's understanding of effective girls' leadership development practices. Specifically, the project aims to better recognize the varied roles that men and boys as well as women and girls play in shaping a supportive environment for girls to become leaders. The project aims to provide opportunities for 39,000 girls to deepen their leadership skills and exercise leadership in various forms in their communities.

The *Innovation through Sport: Promoting Leadership, Empowering Youth (ITSPLEY)* project aims at convening the power of sports as a vehicle to minimize the effects of poverty and social injustice on marginalized OVC and youth. This USAID/DCOF funded initiative was implemented in January 2009 (to run through January 2012) in four countries: Bangladesh, Egypt, Kenya and Tanzania. ITSPLEY's primary focus of operation is supporting community-based actions that reach marginalized youth and their families. ITSPLEY works with a number of local non-governmental organizations (NGOs) and community-based organizations (CBOs) to scale up sustainable sport-for-development programs supporting orphans and vulnerable children (OVC) and marginalized youth. By enhancing institutional capacity to work with youth and encouraging collaboration among these organizations, ITSPLEY builds social enterprises and expertise that will increase capacity to initiate and support community level development initiatives. At the global level, USAID funding for ITSPLEY was leveraged by private donor funding from NIKE Inc. through the Sports for Social Change Network to facilitate the exchange of technical expertise of utilizing sports as a vehicle for development, and laying the groundwork for supporting local partners to engage in advocating for global action towards the inclusion of OVC, youth, and girls in sport and leadership activities. In each of the four countries, CARE has built ITSPLEY activities into on-going community programs engaging marginalized communities and youth in social change processes.

About this report

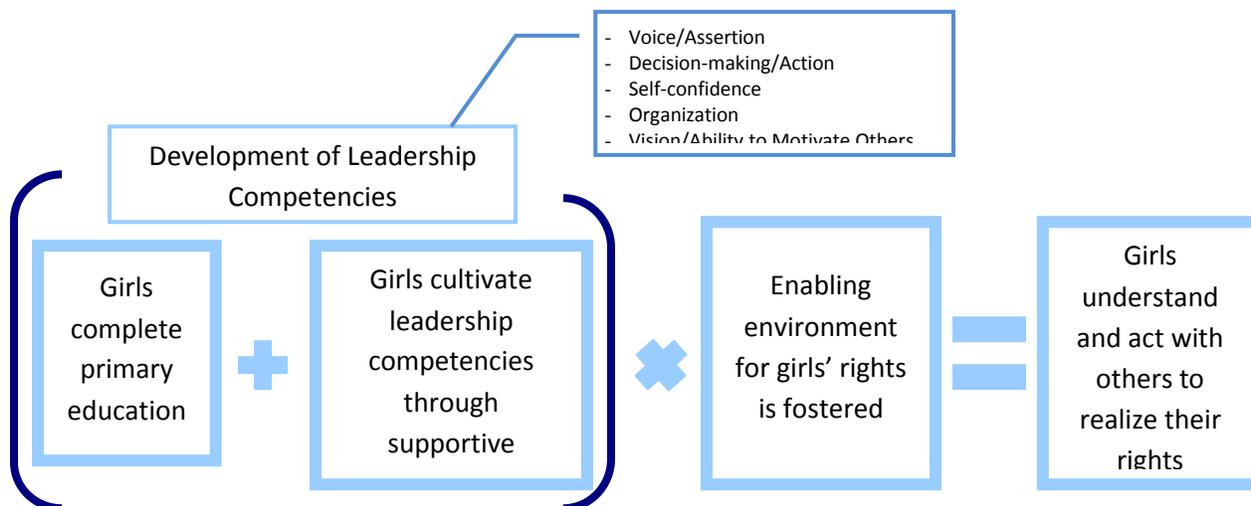
CARE organized a workshop from July 16th- July 19th 2011 in London, UK to share organizational experience in developing girls' leadership through the implementation of the PTLA and ITSPLEY programs. This workshop, entitled *Girls Leadership Development: Experiences from the field*, provided a platform for engaged discussion among technical and field staff on program experiences and approaches to girls' empowerment. The workshop was well-

attended by staff from the eight countries⁹ which host the PTLA and ITSPLY programs along with participation by CARE USA Headquarter staff.

The purpose of this report is to highlight the lessons learned and recommendations which emerged from the workshop discussions on five key themes: *CARE's girls' leadership model, Working with men and boys, Development through Sports, Creating an enabling environment for girls' development, and Sexual and reproductive health and girl's empowerment.*

1. The Girls' Leadership Model

CARE's girls' leadership model was developed as part of the Power Within signature program. The model was developed based on the underlying assertion that adolescent girls are a key impact group whose needs must be addressed in order to achieve overall poverty reduction and development goals. The model recognizes that while completing primary education is a fundamental component to leadership development, girls also need to be fully supported with specific interventions during their critical transition to adulthood to become strong and empowered women. However, this important transitional stage is not always recognized by development programs. In addition, CARE's model understands that empowerment involves the interplay of changes in her individual agency (based on developing key leadership competencies), the structural environment that surrounds and conditions her choices and also the relations through which she has to negotiate her path. The leadership model focuses on building five competencies: confidence, voice/assertion; decision making/action; organization; and vision/ability to motivate others.



1.1 Promising Practices & Successes

All countries reported that girls have begun to exhibit **observable changes in leadership competencies**, with variations in these successes from country to country. In Egypt, Tanzania, and India, the most noticeable changes were observed in girls' confidence and increased ability to assert their voices. These newly acquired skills have translated into observable changes as reported by parents, teachers, and program staff. Striking examples of this were captured in *Future Leaders*, a short documentary produced by CARE Egypt, which chronicles changes in the

⁹ Yemen PTLA staff were unable to attend the conference.

attitudes held by parents, teachers, and boys regarding girls' participation in various leadership development activities.

Addressing gendered social norms

Operationalizing the Girls' Leadership Development Model required the implementing Country Offices (COs) to address prevailing cultural norms related to girls, both among family members and within the wider community. A commonly held societal expectation observed across contexts was perceptions that "good girls" are not seen and heard in public arenas and that girls who stand up or assert themselves should be frowned upon. Staff from implementing COs shared various innovative approaches to address these gendered social norms. One such example was the use of the concept of **three circles of influence** that was employed by CARE Egypt to encourage parental support for girls' participation in extra-curricular activities. The first circle used to influence parents was comprised of the local committees and facilitators who met with select parents. The targeted parents from the first circle then become the second circle of influencers for other parents. Finally, the girls themselves constitute the third circle, engaged enough to influence their parents.

Interestingly, prior to addressing such attitudes in the larger community through program activities, several of the CARE COs realized the need to first build their own capacities and perspectives around girls' leadership. CARE staff as well as staff from local partner organizations, reported challenging their own pre-held notions and beliefs regarding girls' roles in society. The training and orientation they were given emphasized that their professional actions need to come from an internalized set of deeply ingrained personal beliefs regarding the value of girls' leadership.

Changing dynamics between boys and girls

There is emerging evidence that suggests that project activities have resulted in observed **changes in the dynamics between boys and girls** in schools and communities. This phenomenon was documented in several of the video documentaries – Bangladesh, India and Egypt and was also reported by CARE Malawi and Tanzania. Further study is required to determine which strategies and programmatic approaches best influence this interaction. CARE has developed research tools to measure the extent to which this phenomenon exists and how it affects leadership competency development. Further discussion on this topic can be found in Section 2: Working with Men and Boys.¹⁰

Leveraging existing structures

One strategy applied by COs involved **leveraging government processes and structures** for program interventions. CARE India, Egypt and Honduras reported employing strategies that utilized and built on the existing government processes and structures in place to have a credible platform from which to work with communities and garner their support for program activities. For example, CARE India collaborated with existing government workers (Anganwadi Workers) to organize community girls' meetings and worked with officials to ensure that these workers received adequate compensation for this purpose. These forums were vital in mobilizing girls (especially adolescents who were not in school) and provided a safe setting for them to convene and share their common experiences. CARE Egypt utilized the existing education sector policies regarding the provision of extracurricular activities to influence partner schools to revitalize physical education classes. Such classes as well as other student activities were already mandated by education policy however, shortages of female P.E. teachers prevented them from being enacted. By training female P.E. teachers and volunteers in the three governorates where the projects are being implemented, CARE Egypt was able to expand the extra-curricular activities options available to girls attending government schools.

1.2 Challenges

The challenges discussed within the leadership development model are two-fold: conceptual challenges and strategic/operational challenges.

¹⁰ An endline evaluation using the Gender Equitable Index will seek to document changes in boys' attitudes regarding gendered social norms and equality of rights.

Contextualization of leadership competencies

In CARE's Girls' Leadership Model, a girl leader is defined as "an active learner who believes she can make a difference in her world, and acts individually and with others to bring about positive change". In order to develop within girls the type of agency described in this definition, project activities focused on building five leadership competencies (confidence, voice/assertion; decision making/action; organization; and vision/ability to motivate others). All the COs acknowledged that while these competencies were held to be universal, there is a definite **contextual element** in how changes manifested in the girls; the processes in bringing about the changes and; finally in the evolution of these competencies. In many cases program teams faced deeply entrenched attitudes, norms, structures and practices that had to be addressed prior to implementing any activities targeting girls.

Another conceptual challenge emerges from the negative connotations associated with the word "**leadership**". For example, CARE Malawi shared that in their communities "men are the custodians and agents of culture," and hence community interest and receptivity to the concept of "girls' leadership" was low. This is a topic that has been discussed extensively at CARE and to some degree, has been accounted for in the Girls' Leadership Index. However, it is to be noted that girls' leadership is mostly a "western" concept and most of the literature on this topic that currently exists is both for and influenced by "western" cultural norms. PTLA and ITSPLEY's experiences can be a major contribution to this nascent field and intends to contribute to changing these connotations.

Strategic and operational challenges

A recurring strategic concern expressed by program teams was around **expanding impact of the program and sustaining changes** in cultural norms and the larger enabling environment, beyond the individual-level competencies of girls. The benefits of girls' education are not new (and not news to the communities), and while the success of this programmatic model is observable in terms of leadership competency development and learning behavior in classrooms, it is not clear how long these changes will sustain. Moreover, some doubts persist as to whether or not the work under these programs has created enough momentum for the behavior change and community attitudes to sustain once the project has ended. A corollary here was the underlying importance of strengthening the enabling environment in all program countries. Specifically, there is a need to ensure that the changes in girls' agency as exemplified in their competency development and captured in the Girl's Leadership Index are supported with sustained changes in societal relationships and structures to ensure that the basic infrastructure in which girls' leadership development thrives, continues to exist in society.

There was one operational challenge mentioned by India, Egypt and Malawi and echoed by program staff from several of the other COs – the **difficulty in identifying role models and mentors** for girls from their immediate communities who can inspire them and share how they overcame their challenges. On the one hand, there are much older women in the communities that the girls find hard to relate to; but on the other hand parents are wary of identifying role models such as politicians, singers and movie stars who are too far removed from the girls' lives and who model behavior that is not deemed acceptable. The most obvious candidates to play this role are the teachers, but greater diversity of such mentors and role models is needed. To address this, CARE Tanzania and CARE Malawi shared that they are identifying women at the district level – such as government employees, successful business women etc. to meet this lack of role models. However, this limitation itself is a consequence of the very issues PTLA/ITSPLEY are trying to address – the systemic marginalization of women, starting at adolescence (or earlier) ultimately leading (among other effects) to a paucity of women in publicly visible positions. As summarized by a program staff member, the overall situation requires "*re-negotiation of gender roles from scratch*".

2: Working with Men and Boys

CARE's work around the world focuses on reaching women and girls as key agents of change; however, we know that sustainable change cannot occur without also engaging men and boys. Recognizing the position of power and influence men hold in most societies and building on CARE's experience in promoting gender empowerment, CARE works closely with men and boys as agents of community change. By creating awareness around gender-marginalization and providing opportunities for challenging existing gender norms and attitudes, CARE enables boys and men to recognize and reflect on harmful gender practices that negatively affect them as well as women and girls in their families and communities. By emphasizing child participation, quality education and rights more broadly, CARE works to ensure that boys, too, benefit from quality basic services. The work reflects the belief that gender equity requires systematic changes in policy and social interaction at all levels of society.

There is a whole body of knowledge developing in CARE around this issue that could be more thoroughly documented and be a valuable contribution to the literature around this relatively nascent field¹¹.

2.1 Promising Practices

CARE's programs recognize that involving men and boys is not just about "asking or getting permission" but truly involving men in the process of bringing about gender equity in the community. The project activities aim to work with men not only to make them "be OK" with the idea of adolescent girls going to school and participating in extra-curricular activities, but also truly believing in the idea and championing the cause within their households and communities. This process of changing the dynamics around men's involvement shifts the focus of their involvement restricted to the project per se to increased participation in creating dialogue about shared and new experiences. CARE India, for example, organized activities that saw both girls and boys engage in competitions in unfamiliar activities – girls played cricket and boys sewed – exposing both groups to not just unfamiliar worlds but also making them appreciate the abilities that the other group must exhibit to perform this task well.

All countries reported observing more men and boys than women or girls at the initial meetings, and that to get women to participate, they had to adopt additional steps, including imposing a majority women participation rule. Over time, all countries reported a more supportive attitude in the men and boys, even going as far as to be mentors. This journey as experienced by the COs is fascinating and could prove to be the lynchpin in CARE's journey for girls' leadership development but also for CARE's women's empowerment overall.

Another commonality in this aspect of work was that while all projects started involving all men in the community meetings, they soon felt the need to engage men with the potential to be change agents in the community. Such men ranged from community leaders, to "regular" men – all initially against or uncomfortable with the thought of sending their girls to school or involving them in extracurricular activities. However, after being socialized with the program activities, these same men often ended up being motivators for others in the community.

Socialization of the community's men and boys to the project activities took on various forms. All the projects reported using different "hooks" to engage men and boys– for example, the Better Care Network (BCN) that wanted to get men and boys talking about better parenting, started to change the dynamics by talking about "common father/parent characteristics". CARE Bangladesh as part of their complex process through the ITSPLY/ARSHI

¹¹ External review papers ICRW - The girl effect – what do boys have to do with it. <http://www.icrw.org/what-we-do/adolescents/adolescent-girl-expert-meetings/the-girl-effect-what-do-boys-have-to-do-with-it>

2. Engaging men and boys to empower girls – reflections from practice and evidence of impact <http://www.un.org/womenwatch/daw/egm/elim-disc-viol-girlchild/ExpertPapers/EP.3%20%20%20Barker.pdf>

project started with confession sessions for men to start identifying double standards in men's behaviors to get them started on the transformational process to ultimately be gender blind and gender neutral agents of women's empowerment. CARE Honduras talked of engaging men and boys from a broader perspective of policy and child rights – framing issues around appropriateness and risks, and using this as an entry point to spread the message of why these issues related to women and girls matter.

2.2 Challenges

All the countries reported hurdles related to traditional, “macho” cultures where males not only dominated but were also held as custodians of culture. CARE Tanzania in particular reported a notion among the men in the community that “men want big things”, the corollary being that “NGO things” are “small” and hence, when appropriate, okay for women to join in but not something the men would necessarily get involved in. CARE Kenya and Malawi reported attitudes wherein boys stated that “bad things” (such as getting pregnant) would happen to the girls that participated in activities that were seen typically as being “boys” activities – without any acknowledgement or self-realization that they had an active role in making these “bad things” happen. These attitudes could potentially explain why, parents of girls might be reluctant in encouraging their daughters to participate in sports and other extra-curricular activities even if they theoretically believed in their value. Thus, these safety concerns “trump” any other benefits they might be aware of from sports and educational activities, posing challenges to the program activities.

Another aspect that many of the projects have identified and addressed as part of ITSPLEY/PTLA is that of staff capabilities –pretty early on in the project cycle, it became evident that staff had to internalize the values that they were trying to transform in the communities. This will be factored in proactively in projects moving forward.

Another challenge raised revolves around the opposing relation between the economics of a family and the engagement of men. Specifically, even if a man might be willing, care-giving is not considered an acceptable role for CARE to address men. Hence there is a responsibility these issues as well.

3. Leadership Development through Sports

Through programs such as ITSPLEY, CARE has used the values of sport as a vehicle for leadership development; addressing themes related to girls' empowerment, bridging gender inequalities, improving education success, enhancing economic opportunities, reducing risks and promoting rights around sexual and reproductive health issues and social inclusion of marginalized groups of youth, with a focus on girls. CARE's experience has focused on the following:

1. Operationalize sports to promote social justice/ development
2. Address challenges in creating safe spaces for girls to engage, interact and play
3. Build the capacity of local CBOs and NGOs that already implement sports-based programs
4. Building a body of evidence to better demonstrate the effects of sport for development

3.1 Promising Practices

Sports-related programming has various “entry points” in a variety of programs and from a variety of interests at the CO level. For example in Bangladesh, ITSPLEY works in close collaboration with the ARSHI project that works on SRH and life-skills. In Kenya, sports were included in programming related to an OVC project to expand the avenue of engagement of vulnerable communities beyond sharing information on treatment options. In another

instance, Egypt wanted to explore synergies between governance and education thereby developing the model of leadership development through extracurricular activities in schools which included both sports and civic participation components. Tanzania had previously conducted a situational analysis of related to girls and education, which unearthed that there was a lack of public spaces for girls, which in turn was hindering their socialization. In a sense, sports programming **filled some “gaps” in programming** at the CO level.

The experience of COs implementing sports programming (introduced above) has borne out CARE and Power Within’s assertion regarding the convening power of sports’ ability to address a host of issues and achieve a range of development outcomes addressing youth. Sports was held to be a **“cool” hook to involve youth**, and since sports had previously been either dominated by boys or only for boys, the programming really changed gender dynamics and fought stereotypes on the road to building girls’ leadership. CARE Bangladesh called the period of age 10-14 for youth a new “window of opportunity”, a time to explore new interests and develop personality. Giving youth of this age opportunities to participate in sports broadens their horizons of what is possible – directly addressing their agency, one of the critical steps in Power Within.

Compared to other areas discussed in this report, development through sports programming reflects the most varied experiences of all implementing countries of working with partners such as other organizations in the field of youth/girls development. This offers much food for thought as well as lessons learnt – from both **operational and sustainability** perspectives.

Most countries agreed that appropriate partners should be identified more strategically, based on core capacities, at the proposal/ program development phase itself and not after the proposal stage, a practice that took place in the past. The strategic wherein CARE was not making sub-grants has been met with some amazement that CARE was able to attract partners without financial arrangement; some staff acknowledging that CARE’s organizational processes “pushed away” potential partners. There seemed to be a consensus that having a functional, non-financial relationship helped form more “equal” partnerships, though this is not a substantiated approach yet and is a “new” way of approaching partnerships. The notable exception to this was CARE Bangladesh, which already had established relationships with 150 CBO-run youth and development centers, through the “sister” ARSHI program, which focused on sexual and reproductive health along with life skills. These centers are expected to remain in the communities and hence continue to carry out the activities and principles of ITSPLEY beyond the life of the project.

Every country also applied different criteria for identifying partners. The partner-selection methodology varied both based on the context, but also on the “entry point” each country was using, as referred to earlier in the section. This ranged from identifying partner through well-developed tools with specific criteria (CARE Kenya) to identifying groups that utilized components of ITSPLEY (either sports or civic engagement) and CARE supplemented with the other approach (CARE EGYPT and CARE Tanzania.)

Partnership with community-based groups is recognized as a crucial aspect of sustainability by all program teams - both the issue of sustainability of the results of the program, and also sustainability of the partnerships formed. These two concepts are inextricably linked to some extent – that to the degree that CARE is able to “orient” partners to the potential of leadership development, and to truly discern the partners’ commitment to sport, and to invest in mutually building capacity, then the projects and results truly were on the path to being sustainable. More discussion on sustainability is in the challenges section below.

3.2 Challenges

The main challenge in leadership development for girls was succinctly summarized by CARE Egypt - “When running girls are frowned upon, doing sports involves creativity.” To some extent all countries experienced the phenomenon of restricted movements for girls or restrictive perceptions of what was suitable for girls, and “what girls could do”. The creativity here involved getting girls to participate in sports, and convincing the parents to overcome their initial doubts based on girls’ personal development.

Other challenges faced were a lack of facilities in which to carry out the activities and lack of time for sports in the school calendar (when activities were implemented in schools). Both had to be negotiated with the proper authorities.

The discussion on sustainable results also addressed the levels of change –at the level of the girls, and also at the level of the community/parents, and the challenges therein. For example, while there are observable changes in girls’ behavior already (as previously reported), participants were divided as to whether these changes will be completely internalized in the girls (agency level changes), or whether the project served as a catalyst but the sustainable changes would need an enabling environment – such as permanently altered attitudes and behaviors in the community (structure and relation-level changes). This particular aspect points to some interesting areas for longer-term impact evaluation of the Power Within approach to girls’ leadership.

Some challenges emerged in implementing the “marketplace” concept, particularly how to keep it moving forward, in scenarios with fluctuating funding and variable aid practices. The group coalesced around the idea that an evolution needed to happen in CARE’s role to make this happen – from donor to that of convener, developing and establishing a vast network and partnership (like SSCI in Kenya) to keep the interest going, so that should funding become available, the partnerships are ready to be “activated.”

Some larger concerns persist around relying on sports as a vehicle (that sometimes exacerbated gender inequalities). It was seen as being somewhat limited, and also not able to offer much in a scenario where youth did not have proper education prospects once they were 18. While sports are a powerful vehicle, it still needs to be synced with opportunities like higher/technical education that truly opens up opportunity for youth. Some links are already in place in terms of linking sports activities with sexual and reproductive health education, and identification of athletes (from within project ranks) for potential professional development in sports, but these are just the beginning.

4. Creating an Enabling Environment

“Enabling environment” in the context of this report refers to an environment conducive not just to achieving the goals of PTLA/ITSPLEY, but also an environment that has the necessary conditions in which the positive results achieved by the projects could be sustained. Thus, an enabling environment is needed at several levels – an individual’s agency (girls’ perceptions of what they are capable of), relationships with others (addressing gender norms – family/society’s perceptions of girls and their roles), and also more broadly at the policy level within the structures that make up the formal rules that govern our lives.

At the agency level, the projects exposed the girls (and boys, family members and community) to thinking more broadly and in new ways about what they are capable of, beyond the barriers of societal expectations and norms.

There are several indications that this change is happening – the most compelling proof is in the video testimonies that the projects have captured.

The videos and participants' own observations also testify to the changes that are manifesting themselves in the parents, teachers and community members as they initially, sometimes with skepticism and reluctantly, opened up to the possibility of the girls in their family and community participating in leadership development activities.

CARE India, Egypt, Malawi and Honduras in particular also demonstrated how the projects are starting to influence the larger, structural policy environment, making inroads into governmental policies and institutions to create a more inclusive, enabling environment that embeds some of the project activities into governmental functioning.

4.1 Promising Practices

Boys' involvement was instrumental in developing girls' agency – especially in the school environment – particularly with games but also other extra-curricular activities. All countries reported that co-ed activities were used at some point, whether it was to drive home certain points related to gender sensitivity, as was the case in India and Egypt, or because the sports activities were controlled men and boys and thus were the only available venues for girls to participate in sports. In turn, these interactions acted as a very successful method for inspiring confidence in girls by showing them that they too could do well in “boys' activities” and by demonstrating that there were some things that boys couldn't do as well as girls.

Several countries had discussion on gender roles with the men, communities and boys in various settings which served as a useful tool to illustrate how deeply gender roles are entrenched in people's own lives, opening the way for deeper discussions on the issue of girls' development overall, and developing girls' leadership in particular.

All projects indicate **building solidarity among the girls** as a crucial step in the process of “fundamentally changing how the girls see themselves.” This has encompassed experiences in India, where girls came together in a school setting transcending deep-seated caste and religion boundaries, to Malawi where girls banded together to raise issues of importance to them to stakeholders. **Civic action activities** were identified by CARE India in particular, as useful tools in building solidarity among girls.

CARE Egypt and CARE Honduras shared how they are **influencing governmental policies and practices at various levels** (from very different perspectives), since the projects in both these countries worked with government-run schools. Advocacy occurred at the level of the national government, the local government and also the education system. Issues for advocacy ranged from allocation of resources to allow for funding of extra-curricular activities, to modifying certain restrictive statutes/ regulations (such as, in Egypt, the rule that male teachers could not work with girls) and finally on accountability – holding various officials in the education system, down to the school level, accountable to upholding the appropriate legal and regulatory provisions. CARE Honduras was also involved with the government at multiple levels from the Ministry of Education to individual teachers, and they were able to do this based on CARE's extensive multi-sectoral experience in the country, and in the specific region. CARE India shared a different experience in which “proper” implementation by existing community-level government workers (community health workers) created the space that the project required, to include out-of school girls (this is discussed in more detail below).

The discussion on advocacy with governments highlighted that there are **two advocacy models** that CARE is using. The first model, an operational model, is being used in India, Malawi and Egypt. This model is based on theoretical frameworks of the project combined with an operational imperative for certain conditions to change, for the “model” to be successfully implemented, with the burden of proof resting on CARE.

In the other model, there is **convergence** between CARE and the government's interests from the beginning, in project implementation and a shared interest in the findings. CARE Honduras exemplified this model, where the Ministry believed that it would contribute to the national goals on education. A previous pilot study was used as the baseline for PTLA, and so the government was as vested as CARE in ensuring smooth implementation of PTLA and documentation of results. However, this buy-in at the level of the national Ministry of Education had to be followed through – with municipalities and also helping teachers develop appropriate strategies. The ultimate proof of the government's buy-in to this approach is that the government has funded CARE to implement a certain approach in several other areas of the country. As CARE Honduras put it, “In an era of scarce funds, having joint objectives helps develop more effective models to achieve results at scale.”

Several positive experiences were reported regarding the **inclusion of out-of-school girls** into the program. One reason the 10-14 age group was chosen as the focus of Power Within, was that this was the crucial time of transformation when many girls drop out of school. This was particularly evident in CARE India with girls pulled out from school at every pretext – harvest, festivals, temporary economic hardship. To include this group, CARE tapped into an existing but unimplemented requirement for the community health workers to convene all adolescent girls in the community on a regular basis to talk of health issues – this then became a larger forum, a safe space in which larger PTLA-related discussions could take place. CARE also ensured with district officials, that the health workers received compensation for these meetings (as they were supposed to, under government regulations). CARE Malawi and CARE Tanzania has extensive previous experience in creating laws that allowed teen mothers to attend schools during pregnancy and after birth with both countries reporting high rates of teen mothers returning back to school, among project participants.

4.2 Challenges

Teacher involvement proved to be a major challenge that required creative solutions from CARE teams. Except for CARE Bangladesh, all projects either completely or substantially implemented the projects in government or private school settings and required teachers support implementing extra-curricular activities, and serving as mentors and catalysts for change in the community. Thus, the buy-in and involvement of teachers in the project was a critical part of the project.

There were many diverse barriers in gaining the support of the teachers across the program countries. In India, government teachers were chronically absent in contrast to the challenges in Kenya where thinly-stretched teachers in the private sector needed incentives to include and implement project components. Further, in Egypt and Tanzania, teachers were supportive of CARE's programs but restricted either due to government regulations or practical limitations such as space and resources. Lastly, there were some teachers who simply did not have the capacity to implement the projects' components. All situations required different approaches to be addressed sufficiently. The difficulty faced in engaging teachers was not an anticipated challenge addressed in the program implementation plan, and should be kept in consideration while planning for future projects.

Another concern is related to CARE's role in the larger development space and being mindful of its image while changing the enabling environment with respect to challenging social norms. For example, the ITSPLEY/ARSHI project has been rallying the community and groups against child marriage but there are sensitivities that have to be addressed to ensure that these are not perceived as “CARE's groups” and “CARE's issues”; rather CARE is seen as a vehicle to organize these groups. CARE acts as a facilitator to surface these groups' concerns regarding what affects the welfare of girls in their society.

Lastly, the longer-term challenge of this work is reflected in a quote expressed from CARE Malawi, *“Empowerment comes from within, but needs an outer enabling environment in order to survive and endure.”* Girls in the project communities have successfully imagined new roles for themselves even without enduring support from their immediate families and communities. However, without fully-implemented supportive policies and practices, there is concern that the gains made at the agency level will not be sustained for over long term. This has been experienced by CARE in several instances, and while PTLA/ITSPLEY are moving in the right direction in this regard, it is especially important that these aspects of their work not be lost upon conclusion of the project. To some degree, CARE’s larger long-term programmatic shift based on identification of key impact groups which includes adolescent girls in most CARE countries, and advocacy to ensure there is an environment for these girls to thrive, already addresses this but efforts should be made to make sure the sectoral gains made through PTLA/ITSPLEY are not lost.

5. Sexual and Reproductive Health and Girls’ Empowerment

The aim of CARE’s Sexual and Reproductive Health (SRH) projects is to increase access to the most vulnerable individuals to accurate information on SRH, Sexually Transmitted Infections (STI) and HIV/AIDS prevention, care and support, to promote their sexual and reproductive health and rights and to reduce stigma associated with HIV and AIDS. The 10-14 age range, the focus of the Power Within model, represents one of the most transformative times in a girl’s life, physically, emotionally and academically. This is the period in early adolescence when puberty brings about physical changes and gender roles become more defined as girls begin the transition to adulthood. Through the holistic incorporation of sexual and reproductive health into programmatic frameworks, which reach these girls, they are more likely successfully transition from childhood to adulthood – in fact it can be argued that this is a necessary condition for the transition to happen. However, understandably this is a sensitive area marked by many social taboos and misinformation, and also one blanketed by complex social norms. The challenge we face is how to impart culturally-sensitive knowledge to girls, while conveying the message that this knowledge is essential for girls, and not in opposition to local culture and norms.

5.1 Promising Practices

All countries reported that the experience and skills girls were learning while pursuing extra-curricular activities such as sports were building skills that also helped them in the SRH-related areas, such as **safe behavior, and how to say “no.”** Their new-found confidence and assertiveness also helped in this regard. The many gender-related conversations that happened as a result of the programs were also raising awareness in the communities around teenage sexual exploitation and abuse. Additionally, many projects reported the establishment of specific systems – such as dedicated desks in community police offices, enforced and publicized teacher code of conduct-that reassure both the girls and the communities that there are due processes in place. The **establishment of safe spaces facilitated peer-to-peer talking** and counseling, and helped surface pervasive issues in communities such as child marriage. It also was helpful for informational and awareness creating discussions around issues relating the adolescence, such as the changes associated with the onset of menstruation.

5.2 Challenges

As mentioned earlier, this area is probably one of the most challenging ones to address given the socio-cultural context surrounding the program work. The cultural inhibitions against talking about SRH issues in communities is very high; this is reflected in the fact that even couples often don’t discuss these issues amongst themselves, let alone in the wider community.

The program teams are unanimous to mainstream this approach and expressed the desire for broad guidance so that SRH can be integrated into any programming as needed, to meet the needs of CARE's impact groups. A particular gap that was identified was the **need to engage parents more fully**, because - as a participant pointed out "after all, at the end of the day, they (girls and boys) go home, and that's where the gains in their awareness have to be sustained."

Another issue that was pointed out was that youth-friendly SRH services when available, are accessible mostly to male youth, not females. Similarly, youth programs don't necessarily address girls' needs to enable them to have full access – for one, the threat of a "bad reputation" for girls seeking these services is as serious as the threat of violence against women and girls in many settings. This is closely related to the issue of engaging men and boys, which has been extensively discussed elsewhere in this report.

Another issue that was identified was the need to reach out to adolescents in marginalized groups – nomadic groups such as pastoralists, refugees, religious minorities and communities torn apart by HIV/AIDS. In this context, it was pointed out that with the exception of CARE Egypt, programs by and large did not include religious leaders – who have great influence over all aspects of a community and who could be cultivated as powerful allies. This should be noted in future programming.

Conclusions

The workshop revealed that in its quest to define and develop programming related to girls' leadership, CARE has created a rich field of information that can inform the developing field of adolescent girls' leadership in the developing world. While the project evaluations will indicate the effectiveness of the model and the effectiveness of the particular approaches applied in the project, the experiences offer a guide to CARE and other practitioners as to the practical and theoretical considerations in girls' education programming with a specific focus on girls' leadership development.

Almost all country representatives, during the course of the discussions and presentations, shared that from among all the five leadership competencies, voice /assertion and confidence were the ones that seemed to be most noticeably changed, and that these were the first competencies which they could see had developed in the girls. While this has to be substantiated with the evaluation, it would be interesting to study if there is sequential and temporal element to development of competencies.

A larger unanswered question remained during the course of the workshop, regarding the relationship of the project interventions to learning outcomes. Both PTLA and ITSPLEY did not implement the leadership model in its entirety, so it is not a question of the model's efficacy per se – but rather, whether creating an enabling environment and creating opportunities for girls to participate in extra-curricular activities themselves, had an impact on learning behavior and outcomes.

"Working with men and boys", "creating an enabling environment" and "using sports for social development" emerged as themes related to the girls' leadership development model that CARE already has considerable insight and experience in, which are ripe for more systematic study and programming. All these are relevant and central to CARE's mission of fighting poverty by empowering women and girls – for too long this mission has begged the question of "where does this leave boys?" The experience of the workshop indicates that COs are realizing the need to engage men and boys (and doing so increasingly) but this endeavor is not yet mainstreamed across CARE and there is a hunger for more information and guidance on this issue.

This last need is also felt in regards to the issue of including SRH in programming involving adolescent girls. While the issue is addressed organically in PTLA/ITSPLEY programming, this is definitely an area that needs more deliberate thought for future programming.

Another area of the model that could serve as an interesting theme for more careful study and documentation is that of the role models and mentors. Country office presentations showcased a wide range of approaches to the cultivation of role models and mentors, including innovative approaches to keeping them engaged, and also the challenges in identifying suitable candidates for these roles. To some degree these experiences showcase the breaking up of a vicious circle of lack of inspiration – that such people in the community inspire girls, and hence the lack of such people in the community is a challenge, in turn to making girls inspirational entities themselves. Hopefully, with the efforts of PTLA and ITSPLEY – this circle will be broken in at least some communities in the eight countries, and future generations will have no shortage of inspirational women to emulate.

Appendix 1

Workshop session objectives

Session 1: Girls Leadership Development
minutes

Duration: 75

There is growing recognition of the fact that there is need to address the gaps that exist between boys and girls, and that a special effort needs to be made in focusing on the needs of the girl-child and the power dynamics that keep her marginalized. It is increasingly apparent that addressing these disparities at the macro societal level needs to be coupled with cultivating the active participation of girls (and boys) in driving gender equity. The leadership model focuses on activities and action that are focused on building: confidence, voice/assertion; decision making/action; organization; and vision/ability to motivate others.

Session Objective: To explore CARE's model for girls' leadership development and to share lessons learned in the operationalization of the model through different pathways from the participating Power Within countries.

Facilitator: Joyce Adolwa

Time keeper: Amanda Moll

Topics:

1. Empowerment and leadership: the life cycle continuum for social justice
2. Defining "girls leadership" - implications
3. Girls' leadership model: What worked & what didn't

Panelists:

CARE Tanzania, CARE India, CARE Egypt, CARE Malawi

Session 2: Working with Men and Boys

Duration: 75 minutes

The impact group identified for much of CARE's work around the world focuses on reaching women and girls as key agents of change; however, we know that sustainable change cannot occur without also engaging men and boys. Recognizing the position of power and influence men hold in most societies and building on CARE's experience in promoting gender empowerment, CARE works closely with men and boys as agents of community change. By creating awareness around gender-marginalization and providing opportunities for challenging existing gender norms and attitudes, CARE enables boys and men to recognize and reflect on harmful gender practices that negatively affect them as well as women and girls in their families and communities. By emphasizing child participation, quality education and rights more broadly, CARE works to ensure that boys, too, benefit from quality basic services. Gender equity requires systematic changes in policy and social interaction at all levels of society.

Session Objective: To explore how to engage men and boys in driving girls' empowerment. During this session, experiences in reflecting on and promoting greater engagement of men and boys will be shared, together with lessons learned to-date.

Facilitator: Theresa Hwang

Time keeper: Amy Ngurukie

Panelists:

CARE Bangladesh, CARE Tanzania, CARE Honduras, CARE Yemen, BCN

Session 3: Sports for Development

Duration: 75 minutes

Sport is not just play; it can also provide a valuable platform for learning and building bridges between people. It can be used to bring people together no matter what their origin, background, religious beliefs or economic status. This convening power is one of the key elements that makes sport such a valuable tool in development initiatives targeting youth. Sport for development addresses not just physical development of children and youth but also emotional and social development. Skills learned in sport are skills learned for life and that can be applied directly in everyday life.

CARE's pioneering sport for development activities use the convening power of sports as a vehicle to minimize the effects of poverty and social injustice on marginalized youth, especially girls. Drawing from evidence showing that well-designed sport-based programming can be a powerful tool to achieve a wide range of development goals, CARE uses the values of sport as a vehicle for leadership development; girls' empowerment; bridging gender inequalities; improving education success; enhancing economic opportunities; reducing risks and promoting rights around sexual and reproductive health issues; and social inclusion of marginalized groups of youth, with a focus on girls.

Session Objective: To give an account of how ITSPLEY COs used sports to help youth, especially girls, acquire leadership skills and how youth are effectively participating in individual and community engagement activities. During this session, experiences in using sport as a tool for leadership development will be shared, together with lessons learned to-date.

Facilitator: Auma Obama

Time keeper: Ginny Kintz

Topics:

4. "It's not just about the ball": Operationalizing sports to promote social justice/ development
5. Challenges in creating safe spaces for girls to engage, interact and play
6. Experience in building the capacity of local CBOs and NGOs that already implement sports-based programs
7. Building a body of evidence to better demonstrate the effects of sport for development

Panelists:

CARE Bangladesh, CARE Tanzania, CARE Kenya, CARE Egypt

**Session 4: Creating an enabling environment
minutes**

Duration: 75

The activities implemented by ITSPLEY and PTLA are geared towards creating an enabling environment for increased girls participation in the social arena and ensuring that they receive the support they need from all stakeholders to propel them to realize their full potential as empowered community members.

Session Objective: To give an account of how these projects went about creating an enabling environment for youth participation, and especially girls' participation in sports, civic engagement etc ; taking stock of the capacity building process and deriving lessons learned from promoting girls participation in social spaces.

Facilitator: Priya Sampath

Time keeper: Joyce Adolwa

Topics:

1. Reducing risks and vulnerabilities for girls –what does it take?
2. Capacity building
3. Civic participation and participatory approaches to youth engagement
4. Advocacy: addressing the policy environment

Panelists: CARE Egypt, CARE Malawi, CARE India, CARE Honduras, Better Care Network

Session 5: Sexual and Reproductive health and girls' empowerment

Duration: 75 minutes

The aim of the SRH projects is to increase access to the most vulnerable individuals to accurate information on SRH, STI and HIV/AIDS prevention, care and support, to promote their sexual and reproductive health and rights and to reduce stigma associated with HIV and AIDS. One of CARE's signature program frameworks, Power Within, specifically focuses on addressing the needs, and changing the lives of adolescent girls aged 10-14. This age range represents one of the most transformative times in a girl's life, physically, emotionally and academically. This is the period in early adolescence when puberty brings about physical changes and gender roles become more defined as girls begin the transition to adulthood. Through the holistic incorporation of sexual and reproductive health into programmatic frameworks, which reach these girls, they are more likely successfully transition from childhood to adulthood.

Session Objective: To gain understanding of the importance of addressing ASRH issues in promoting girls leadership development. Why does it matter?

Facilitator: Mary Yetter

Time keeper: Amy Ngurukie

Topics:

1. Age appropriate SRH messaging: a tool for empowerment?
2. Lessons learned in raising awareness

Panelists: CARE Bangladesh, CARE Tanzania, CARE Kenya, CARE Malawi

Session 6: Measuring what we treasure: Monitoring and evaluating girls' leadership development programs

Duration: 75 minutes

Leadership Capacity development is a process and, therefore, can best be measured through benchmarks. CARE's girls' leadership development model has identified these benchmarks as "leadership competencies" which once attained; provide good proxies for assessing the degree of leadership skills. The GLI/GEI tools have been developed to measure the degree to which these competencies are attained and employed by the individual. However, it is

critical to understand that these competencies are only achievable if the program has created an enabling environment for their achievement, and this can only be captured through community level assessments.

Session Objective: To share CARE's experience in monitoring and collecting data around girls' leadership development, and develop recommendations on how to improve on tools to capture what is relevant, measurable for impact assessment.

Facilitator: Joyce Adolwa

Time keeper: Esker Copeland

Topics:

1. Lessons Learned in operationalizing the GLI/GEI tools
2. Addressing gender in data collection
3. Recommendations for data collection

Panelists: All COs represented